MAY 12 1978

# M E M O R A N D U M

May 12, 1978

TO: President Robison

cc: 504 Committee
Dean Spencer

FROM: T. Richardson Miner, Jr.

SUBJECT: Section 504 Committee on the Handicapped

I am pleased to submit the report of the Section 504 Committee. In so doing, I wish you to know how well the Committee worked together. A great deal of effort went into the report by all members of the Committee.

The Committee undertook two tasks in a very limited amount of time. The first was the Transition Plan (technically due last December) which was a study of the physical barriers on the campus and the second was the Self-Evaluation which is due on June 3. Thus, both reports are now complete, with the Self-Evaluation being completed before the deadline. As noted in Appendix E of the report, we have not gone into detail vis-à-vis the learning disabled student also covered under the legislation, but this shall be a future project.

You will notice, as you read through the Self-Evaluation portion, that a Summary Report Form has been adopted by the Committee. As things slow down after Commencement, I will undertake to complete all the Summary Report Forms necessary to monitor our compliance. It did not seem to me that the complete Summary Report Forms were such an integral part of the report that we should delay submission of the main report to you on a timely basis.

As mentioned above, the Transition Plan is the College's immediate concern inasmuch as it identifies those areas which are not currently accessible. The Committee was called upon to make a judgment concerning the need for accessibility--not that we have any students enrolled now or contemplate having any this fall--to comply with the Rehabilitation Act of 1973. (The French School student for this summer needs minimal assistance and thus the College is not pressed to make any modifications for her. The freshman woman who was accepted for the fall has elected not to matriculate.) The process by which we went about the task should be self-explanatory. The end result is not. We did not work with the Coffrin Committee and thus our recommendations for making Proctor Hall accessible can be worked into the future plans for

that facility. Since this is the only facility on campus which would require, in the minds of the Committee, an elevator to reach the student activity areas (the Campus, WRMC-fm, and lecture and social space on the second floor), this major expenditure can be postponed until Proctor Hall is renovated/ expanded. (See Appendix I to the enclosed report for a summary of expenditures recommended by the Committee.)

The costs outlined on each Transition Plan facility work sheet (pages 7-38) and summarized in Appendix I were prepared for the Committee by Max Eaton. Individual major expenditures (elevator in Proctor, self-closing elevator doors in Johnson and a chair lift for Mead Chapel) are firm quotes from suppliers of such equipment.

While stated in the report, it should be emphasized here that the Committee believes strongly that publicity should be given to the College's effort to comply with the legislation, not only because it is required, but in order to make our various constituents aware of our commitment to helping the handicapped student.

After consultation with Dave Ginevan during the winter, it was decided that a separate budget for 504 activities would not be set up for the remainder of the fiscal year, but that a job order account would be established, effective July 1, 1978, in order to identify the exact costs incurred by the College in the compliance effort. The Committee endorses this idea. It must be pointed out, however, that costs incurred during the current year were charged to the budget of the Office of the Secretary of the College and thus that budget will be in excess of the approved amount. Dave concurred with this method of proceeding and realizes that the above budget will be over expended.

Should you wish to discuss the report in detail, I offer the services of the Committee, individually, or insofar as possible, collectively.

TRM/chc

T. Richardson Miner, Jr.
Secretary of the College
Chairman of Committee

# REPORT TO THE

# PRESIDENT OF MIDDLEBURY COLLEGE

## A Study of Nondiscrimination on the Basis of Handicap

Prepared by:
Section 504 Committee on the Handicapped

T. R. Miner, Jr., Chairman
Maxwell Eaton
Lisa Hockmeyer '78
Karl Lindholm
Marjorie Lamberti
Ronald Nief

May 12, 1978

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The Section 504 Committee on the Handicapped was appointed by President Robison. Members of the Committee are as follows:

T. R. Miner, Jr. , Chairman, Secretary of the College
Maxwell Eaton, Maintenance Engineer
Lisa Hockmeyer '78
Marjorie Lamberti, Professor of History
Karl Lindholm, Assistant Dean of Students
Ronald Nief, Editor of Publications

The Committee undertook to examine ways in which Middlebury College could conform to the Rules and Regulations implementing Section 504 of the Rehabilitation Act of 1973. The Committee concentrated on two aspects of the legislation -- the Transition Plan and the Self Evaluation. Paragraphs 84.6 (c) (1) and 84.22 (e) state the requirement for assistance in preparing both the Transition Plan and the Self-Evaluation of handicapped persons. Thus, the Committee was composed of Lisa Hockmeyer '78 (deaf), and Ronald Nief (blind), among others.

The Committee feels it important that the College's efforts to comply with the regulations be well publicized in order that students, faculty, administration, alumni, and parents be well informed. In addition, since, many of the College's facilities are used by the public (Dana Auditorium, Mead Memorial Chapel, Wright Theater, Memorial Field House), it seems to the Committee that accessibility of these facilities should be well publicized. In support of this recommendation, the Committee cites paragraph 84.22 (f):

> The recipient shall adopt and implement procedures to ensure that interested persons including persons with impaired vision or hearing, can obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by handicapped persons.

The following report of the Committee is divided into two parts.

TRANSITION PLAN

The Rules and Regulations implementing Section 504 of the Rehabilitation Act of 1973 state in paragraph 84.22 (e):

> In the event that structural changes to facilities are necessary to meet the requirement of paragraph (a) of this section, a recipient shall develop, within six months of the effective date of this part, a transition plan setting forth the steps necessary to complete such changes. The plan shall be developed with the assistance of interested persons, including handicapped persons or organizations representing handicapped persons. A copy of the transition plan shall be made available for public inspection. The plan shall, at a minimum:

(1) Identify physical obstacles in the recipient's facilities that limit the accessibility of its programs or activity to handicapped persons;

(2) Describe in detail the methods that will be used to make the facilities accessible;

(3) Specify the schedule for taking the steps necessary to achieve full program accessibility and, if the time period on the transition plan is longer than one year, identify steps that will be taken during each year of the transition period; and

(4) Indicate the person responsible for implementation of the plan.

The Committee reviewed the function of each of the buildings on campus to determine if, in the minds of the Committee, the building 1) is currently accessible and 2) if there is a need for the specific building or a portion thereof to be made accessible. The results of the study are included as Appendix A.

Buildings listed on the following pages (Transition Plan worksheets) are those which the Committee judged not to be currently accessible, but which should be made accessible to the handicapped. The following priorities were established:

Priority I - facilities housing key programs which cannot be relocated and where poor accessibility is presently a problem

Priority IA- to be completed by June 1978

Priority IB- to be completed by June 1979 - the rationale for the inclusion of buildings in this category is that most buildings are generally open and used by individuals who include the general public. One dormitory and one eating facility are also included

Priority IC- to be completed by June 1980

In addition, the Committee reviewed other facilities on campus and assigned priorities to various facilities as follows:

Priority II - facilities with poor accessibility which could present serious problems depending upon the number of handicapped students enrolled. A portion of some facilities would fall in this category, whereas other areas within the particular facility were determined to be accessible. An example is Warner.

Priority III - facilities housing programs which cannot be relocated and where accessibility is desirable, but not as pressing as for programs housed in facilities in Priorities I and II.

Prior to conducting the survey of facilities on campus, the Committee adopted the following working guidelines:

Paragraph 84.22 of the Rules and Regulations issued by the Department of Health, Education and Welfare on May 14, 1977 deals with existing structures. The paragraph states in part:

> A recipient shall operate each program or activity to which this part applies so that the program or activity, when viewed in its entirety, is readily accessible to handicapped persons. This paragraph does not require a recipient to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons.....
>
> A recipient is not required to make structural changes in existing facilities where other methods are effective in achieving compliance .....

Following the above guidelines, the Section 504 Committee reviewed each of the existing facilities and proposes structural modifications to buildings at Middlebury College only when other less costly methods are not effective in achieving program accessibility.

The Committee considered options available to achieve program accessibility without costly modifications. Some of the options considered were:

1) Rescheduling classes from inaccessible locations to those spaces which are accessible. Therefore, not every classroom will be accessible.

2) Providing an assistant in the Starr Library and Science Center Library, when needed, to retrieve materials from inaccessible stack space. The only inaccessible areas in the Library are non-public and require materials to be "paged" for all individuals whether handicapped or not.

3) Making provisions for most faculty members and administrative personnel in Admissions, Financial Aid, and Deans' Offices to meet with handicapped persons in accessible spaces even though it may not be in the faculty/staff member's own office. Suitable office space is located in Old Chapel, the Library, Sunderland and Proctor.

4) Providing delivery of mail at an alternate area which is currently accessible.

5) Providing special infirmary space, when needed, on the main floor of the Parton Infirmary.

Some examples of locations where physical access by the handicapped may be the only means of providing program accessibility are:

1) Dining Halls - Proctor was selected as the unit more necessary for accessibility since many other activities also take place in that facility.

2) Dormitories - the Committee judged that Center Battell and Forest Hall would be made accessible. The latter would be converted in the event an upper class student is in residence.

3) Laboratories where specialized equipment is located and where such equipment and/or supplies cannot be easily relocated. Examples are Sunderland and the Science Center.

4) Areas such as the Chapel, Wright Theatre and Memorial Field House, where significant numbers of individuals not connected with Middlebury College are likely to attend various activities.

5) Recreation areas such as the Brown Pool and student organizations.

6) Parton Infirmary

7) Library

In reviewing facilities, the Committee discussed each building on campus and at Bread Loaf. In consultation with the Dean of Students, Center Battell and Forest East were considered to be the two dormitories which would be most suitable for use by the handicapped. The Committee recommends that a portion of Center Battell (bedroom and lavatory facilities) be converted by June 1979 and Forest East be converted if and when needed by an upper class student.

The following facilities were assigned Priority IA:

None

The following facilities were assigned Priority IB:

Battell Center
Brown Pool
Dana Auditorium
Christian A. Johnson Building
Fletcher Field House
Mead Memorial Chapel
Memorial Field House
Proctor Hall
Sunderland
Wright Theatre

The following facilities were assigned Priority IC:

Adirondack House
Bread Loaf Barn
Bread Loaf Inn
Bread Loaf Library
Bread Loaf Larch
Carr Hall
Chateau - Classroom area
Forest Hall - Lower
McCullough Gymnasium
Science Center
Service Building
Voter - Lower
Warner - Main Floor Classroom area

The following facilities were assigned Priority II:

Chateau - Dormitory space
Emma Willard
Forest East - Dormitory space
Fritz - Bread Loaf
Old Chapel - Deans Office
SDU's

The following categories were assigned Priority III:

Warner - hemicycle, Geography Labs
Additional dormitory space
Additional classroom space

In addition to the above priorities, the following facilities are under construction/renovation and will be accessible to the handicapped when the project's are completed:

Alumni House/Conference Center
Starr Library

Pages 6 through 38 outline the specific buildings and alterations necessary to achieve accessibility.

FACILITY REFERENCE NUMBER
(for use as index with following survey)

1. Adirondack House
2. Alumni/Conference Center
3. Battell Center
4. Bread Loaf - Barn
5. Bread Loaf - Firehouse (laundry)
6. Bread Loaf - Inn
7. Bread Loaf - Larch
8. Bread Loaf - Library
9. Bread Loaf - Fritz
10. Brown Pool
11. Carr Hall (medical facilities)
12. Carr Hall (Campus Security, classrooms)
13. Chateau
14. Dana Auditorium
15. Fletcher Field House
16. Forest Hall (Alumni/Development Offices)
17. Forest Hall (dormitory)
18. Forest Hall (lower - laundry, Publications)
19. Johnson
20. McCullough
21. Mead Memorial Chapel
22. Memorial Field House
23. Proctor (Dining, Activities, Crest Room)
24. Proctor (Bookstore)
25. Science Center
26. Service Building
27. Starr Library
28. Sunderland
29. Voter - Lower
30. Warner (first floor, classrooms)
31. Warner (animal care facility)
32. Wright Theatre

FACILITY # 1

PRIORITY 1C

# TRANSITION PLAN

## MIDDLEBURY COLLEGE FACILITIES
## SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | ADIRONDACK HOUSE | |
| USE | PLACEMENT OFFICES | |
| NO. OF LEVELS | ONE | |
| BEST ACCESS | EAST DOOR LEADING FROM WALKWAY BETWEEN COLLEGE ST. AND PEARSONS | |
| PARKING | PEARSONS PARKING LOT | |
| CURB CUT (See special survey) | N.A. | |
| WALKWAY | ASPHALT | |
| ENTRY | RAMP (WOOD) TO EAST DOOR | $1,000 |
| | RAMP (WOOD) TO COLTRANE LOUNGE | 1,000 |
| SPACE INSIDE | ADEQUATE | |
| FLOORING | | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | CONVERT ONE TOILET | 3,000 |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | | |
| SWITCHES, CONTROLS | | |
| LEVEL SPACE AT FIXED SEATING | | |
| SIGNS, DIRECTIONS | PARKING SIGN IN PEARSONS LOT | 50* |
| ADDITIONAL COMMENTS: WIDEN DOOR FROM PLACEMENT TO COLTRANE LOUNGE | | 400 |
| | TOTAL | $5,400 |

*not included in total - see Appendix D

FACILITY # 2

PRIORITY Under Construction

# TRANSITION PLAN

## MIDDLEBURY COLLEGE FACILITIES
## SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

BUILDING ALUMNI/cONFERENCE CENTER

USE ALUMNI, GOLF CLUBHOUSE, CONFERENCE CENTER

NO. OF LEVELS TWO

BEST ACCESS FROM PARKING LOT

PARKING ADEQUATE

CURB CUT (See special survey) N.A.

WALKWAY

ENTRY

SPACE INSIDE

FLOORING

STAIRS

ELEVATOR

TOILETS

SHOWERS

DRINKING FOUNTAIN

TELEPHONE

SWITCHES, CONTROLS

LEVEL SPACE AT FIXED SEATING

SIGNS, DIRECTIONS TWO PARKING SIGNS

ADDITIONAL COMMENTS:
FACILITY TO BE CONSTRUCTED DURING THE SUMMER OF 1978.

TOTAL

ESTIMATED COST
(Some modifications may not be necessary to achieve program accessibility.)

-0-

FACILITY # #3

PRIORITY 1B

# TRANSITION PLAN

## MIDDLEBURY COLLEGE FACILITIES
## SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|
| BUILDING BATTELL CENTER | |
| USE COEDUCATIONAL DORMITORY | |
| NO. OF LEVELS THREE (FIRST FLOOR ONLY) | |
| BEST ACCESS WEST DOOR | |
| PARKING N.A. | |
| CURB CUT (See special survey) N.A. | |
| WALKWAY ASPHALT | |
| ENTRY RAMP ONE STEP TO WEST DOOR | $300 |
| SPACE INSIDE ADEQUATE | |
| FLOORING TILE | |
| STAIRS N.A. | |
| ELEVATOR N.A. | |
| TOILETS CONVERT ONE TOILET, SHOWER, SINK AREA | $8,000 |
| SHOWERS MAJOR RENOVATION | |
| DRINKING FOUNTAIN N.A. | |
| TELEPHONE N.A. | |
| SWITCHES, CONTROLS | |
| LEVEL SPACE AT FIXED SEATING | |
| SIGNS, DIRECTIONS | |
| ADDITIONAL COMMENTS: | |
| WIDEN DOOR TO ROOM 118 | $1,200 |
| TOTAL | $9,500 |

FACILITY # 4

PRIORITY I C

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | BREAD LOAF - BARN | |
| USE | Summer School classrooms, social activities | |
| NO. OF LEVELS | 2 | |
| BEST ACCESS | from south | |
| PARKING | proximity - needs sign | |
| CURB CUT (See special survey) | N.A. | |
| WALKWAY | dirt roadway to cement strip | |
| ENTRY | lip to recreation area | $1,500 |
| | ramp to classroom area | 1,000 |
| SPACE INSIDE | adequate | |
| FLOORING | wood | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | convert one bathroom | 3,000 |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | accessible | |
| LEVEL SPACE AT FIXED SEATING | adequate | |
| SIGNS, DIRECTIONS | sign on bathroom door | 15 |
| ADDITIONAL COMMENTS: | | |
| | TOTAL | $5,515 |

FACILITY # 5

PRIORITY I C

# TRANSITION PLAN

## MIDDLEBURY COLLEGE FACILITIES
## SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

BUILDING BREAD LOAF - FIREHOUSE

USE Laundry

NO. OF LEVELS one

BEST ACCESS from driveway

PARKING adjacent

CURB CUT (See special survey) N.A.

WALKWAY dirt road

ENTRY adequate

SPACE INSIDE adequate

FLOORING wood

STAIRS N.A.

ELEVATOR N.A.

TOILETS N.A.

SHOWERS N.A.

DRINKING FOUNTAIN N.A.

TELEPHONE N.A.

SWITCHES, CONTROLS see below

LEVEL SPACE AT FIXED SEATING N.A.

SIGNS, DIRECTIONS N.A.

ADDITIONAL COMMENTS:

| | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|
| Install front loading washing machine, non-key operated. Dryer currently front loading. | $500 |
| TOTAL | $500 |

FACILITY # 6

PRIORITY I C

# TRANSITION PLAN

## MIDDLEBURY COLLEGE FACILITIES
## SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | BREAD LOAF INN | |
| USE | Dining for student, alumni, parents | |
| NO. OF LEVELS | 3 - main level only | |
| BEST ACCESS | south door to main porch | |
| PARKING | Route 125 | |
| CURB CUT (See special survey) | N.A. | |
| WALKWAY | | |
| ENTRY | wooden ramp to front porch | $100 |
| | wooden ramp to lip of door | 100 |
| SPACE INSIDE | ramp to dining room and alter stairs to bathroom area | 1,500 |
| FLOORING | wood | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | convert one toilet | 3,000 |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | accessible at front desk | |
| SWITCHES, CONTROLS | accessible | |
| LEVEL SPACE AT FIXED SEATING | adequate in dining hall | |
| SIGNS, DIRECTIONS | handicapped sign for bathroom | 15 |
| ADDITIONAL COMMENTS: | Toilet will be designated male or female depending upon sex of student, alumnus/a or parent. | |
| | TOTAL | $4,715 |

FACILITY # 7

PRIORITY I C

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|
| BUILDING BREAD LOAF - LARCH | |
| USE dormitory | |
| NO. OF LEVELS main floor only | |
| BEST ACCESS from road leading to Barn | |
| PARKING adjacent | |
| CURB CUT (See special survey) N.A. | |
| WALKWAY N.A. | |
| ENTRY wooden ramp to porch | $1,000 |
| SPACE INSIDE adequate | |
| FLOORING wood | |
| STAIRS N.A. | |
| ELEVATOR N.A. | |
| TOILETS convert one toilet | 4.000 |
| SHOWERS convert shower | |
| DRINKING FOUNTAIN N.A. | |
| TELEPHONE N.A. | |
| SWITCHES, CONTROLS accessible | |
| LEVEL SPACE AT FIXED SEATING N.A. | |
| SIGNS, DIRECTIONS N.A. | |
| ADDITIONAL COMMENTS: Toilet will be desegregated male or female depending upon sex of student, alumnus/a or parent. TOTAL | $5,000 |

FACILITY # 8

PRIORITY I C

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|
| BUILDING BREAD LOAF - LIBRARY | |
| USE book depository, study space | |
| NO. OF LEVELS 2 - main floor only | |
| BEST ACCESS west door | |
| PARKING adequate | |
| CURB CUT (See special survey) N.A. | |
| WALKWAY grass | |
| ENTRY wooden ramp to porch<br>ramp to lip of doorway | $1,000 |
| SPACE INSIDE adequate | |
| FLOORING wood, carpet | |
| STAIRS N.A. | |
| ELEVATOR N.A. | |
| TOILETS N.A. | |
| SHOWERS N.A. | |
| DRINKING FOUNTAIN N.A. | |
| TELEPHONE N.A. | |
| SWITCHES, CONTROLS accessible | |
| LEVEL SPACE AT FIXED SEATING adequate | |
| SIGNS, DIRECTIONS N.A. | |
| ADDITIONAL COMMENTS: | |
| TOTAL | $1,000 |

FACILITY # 9

PRIORITY II

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

BUILDING BREAD LOAF - FRITZ

USE faculty residence

NO. OF LEVELS

BEST ACCESS

PARKING adjacent

CURB CUT (See special survey) N.A.

WALKWAY

ENTRY

SPACE INSIDE adequate

FLOORING wood

STAIRS

ELEVATOR N.A.

TOILETS convert for accessibility

SHOWERS convert to accessible shower or tub

DRINKING FOUNTAIN N.A.

TELEPHONE accessible

SWITCHES, CONTROLS accessible

LEVEL SPACE AT FIXED SEATING N.A.

SIGNS, DIRECTIONS N.A.

ADDITIONAL COMMENTS:
Cost not calculated since this is a Priority II item.

TOTAL

ESTIMATED COST
(Some modifications may not be necessary to achieve program accessibility.)

see below for "additional comments"

FACILITY # 10

PRIORITY I B

# TRANSITION PLAN

## MIDDLEBURY COLLEGE FACILITIES
## SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | Brown Pool | |
| USE | Recreational/instructional | |
| NO. OF LEVELS | one | |
| BEST ACCESS | door from parking lot | |
| PARKING | adequate | |
| CURB CUT | (See special survey) N.A. | |
| WALKWAY | cement | |
| ENTRY | ramp lip to main door (see below) | 300 |
| SPACE INSIDE | adequate | |
| FLOORING | tile | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | convert mens and womens "staff" facilities (see below) | 15,000 |
| SHOWERS | convert mens and womens "staff" facilities (see below) | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | N.A. | |
| LEVEL SPACE AT FIXED SEATING | N.A. | |
| SIGNS, DIRECTIONS | | |
| ADDITIONAL COMMENTS: | toilets/showers - access from pool ramp lip to locker area and into shower areas. | 600 |
| | TOTAL | 15,900 |

FACILITY # 11

PRIORITY I C

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | CARR HALL | |
| USE | Medical Director, Infirmary, Counselling Services | |
| NO. OF LEVELS | one | |
| BEST ACCESS | main door from College Street | |
| PARKING | College Street | |
| CURB CUT (See special survey) | on College Street | |
| WALKWAY | Concrete and asphalt | |
| ENTRY | ramp to give access to main building | 1,500 |
| SPACE INSIDE | adequate | |
| FLOORING | tile | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | widen door to 32" to bathroom modify toilet facilties | 6,000 |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | N.A. | |
| LEVEL SPACE AT FIXED SEATING | N.A. | |
| SIGNS, DIRECTIONS | | |
| ADDITIONAL COMMENTS: Infirmary space for the handicapped will be on main floor by utilizing an existing bed. Director of Counselling to use existing room on first floor. | TOTAL | 7,500 |

FACILITY # 12

PRIORITY I C

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | Carr Hall | |
| USE | Campus Security, Classroom | |
| NO. OF LEVELS | one | |
| BEST ACCESS | only access through east door | |
| PARKING | on College Street | |
| CURB CUT (See special survey) | College Street | |
| WALKWAY | asphalt | |
| ENTRY | ramp to lip of door | 100 |
| SPACE INSIDE | adequate | |
| FLOORING | concrete | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | N.A. | |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | | |
| LEVEL SPACE AT FIXED SEATING | adequate in class room | |
| SIGNS, DIRECTIONS | N.A. | |

ADDITIONAL COMMENTS:

TOTAL $100

FACILITY # 13

PRIORITY I C

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | Chateau | |
| USE | classroom and dormitory | |
| NO. OF LEVELS | three - first level only | |
| BEST ACCESS | north door on east end | |
| PARKING | adjacent | |
| CURB CUT (See special survey) | see "walkway" | |
| WALKWAY | ramp from Chateau Road to door | 1,000 |
| ENTRY | adequate with above ramp | |
| SPACE INSIDE | adequate | |
| FLOORING | wood | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | see note below | |
| SHOWERS | see note below | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | | |
| LEVEL SPACE AT FIXED SEATING | adequate for classroom | |
| SIGNS, DIRECTIONS | | |

ADDITIONAL COMMENTS: Resident's suite could be converted for handicapped. If so, modifications to shower and toilet needed.

5,500 - Priority II

TOTAL $ 6,500

FACILITY # 14

PRIORITY I B

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | |
|---|---|
| BUILDING | Dana Auditorium |
| USE | films, lectures |
| NO. OF LEVELS | one |
| BEST ACCESS | through Sunderland |
| PARKING | College Street and Old Chapel Road |
| CURB CUT (See special survey) | Chateau Road |
| WALKWAY | See Sunderland |
| ENTRY | See Sunderland |
| SPACE INSIDE | Adequate |
| FLOORING | carpet - adequate for wheel-chair |
| STAIRS | N.A. |
| ELEVATOR | N.A. |
| TOILETS | see Sunderland |
| SHOWERS | N.A. |
| DRINKING FOUNTAIN | See Sunderland |
| TELEPHONE | See Sunderland |
| SWITCHES, CONTROLS | |
| LEVEL SPACE AT FIXED SEATING | |
| SIGNS, DIRECTIONS | |

ADDITIONAL COMMENTS:
See Sunderland for access to Dana Auditorium.

TOTAL

ESTIMATED COST
(Some modifications may not be necessary to achieve program accessibility.)

-0-

FACILITY # 15

PRIORITY I B

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

BUILDING Fletcher Field House

USE Recreational activities

NO. OF LEVELS one

BEST ACCESS through Memorial Field House

PARKING east and west of Memorial Field House -needs sign (see Memorial)

CURB CUT (See special survey) N.A.

WALKWAY O.K.

ENTRY

SPACE INSIDE SUFFICIENT

FLOORING CONCRETE

STAIRS N.A.

ELEVATOR N.A.

TOILETS N.A.

SHOWERS N.A.

DRINKING FOUNTAIN HAS CUP DISPENSER

TELEPHONE N.A.

SWITCHES, CONTROLS

LEVEL SPACE AT FIXED SEATING

SIGNS, DIRECTIONS

ADDITIONAL COMMENTS:

See Memorial Field House for access to Fletcher Field House

TOTAL

ESTIMATED COST
(Some modifications may not be necessary to achieve program accessibility.)

- 0 -

FACILITY # 16

PRIORITY II

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | Forest Hall | |
| USE | Alumni/Development Offices | |
| NO. OF LEVELS | 4 (main floor only) | |
| BEST ACCESS | East door | |
| PARKING | College Street or Pearsons Lot | |
| CURB CUT (See special survey) | N.A. | |
| WALKWAY | Concrete | |
| ENTRY | Ramp to east door | 2,000 |
| | Lip to doorway | 300 |
| SPACE INSIDE | Adequate | |
| FLOORING | tile and carpet | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | extensive renovation to mens and womens toilets | 5,000 |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | N.A. | |
| LEVEL SPACE AT FIXED SEATING | Adequate | |
| SIGNS, DIRECTIONS | N.A. | |
| ADDITIONAL COMMENTS: | | |
| TOTAL | | $ 7,300 |

FACILITY # 17

PRIORITY II

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | Forest Hall - East | |
| USE | Dormitory | |
| NO. OF LEVELS | 4 (main floor only) | |
| BEST ACCESS | East door | |
| PARKING | College Street or Pearsons Lot | |
| CURB CUT (See special survey) | N.A. | |
| WALKWAY | Concrete | |
| ENTRY | see facility # 16 | |
| SPACE INSIDE | adequate | |
| FLOORING | tile and carpet | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | extensive alterations to one toilet | $8,000 |
| SHOWERS | extensive alterations to one shower | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | currently accessible | |
| SWITCHES, CONTROLS | N.A. | |
| LEVEL SPACE AT FIXED SEATING | N.A. | |
| SIGNS, DIRECTIONS | N.A. | |

ADDITIONAL COMMENTS:

TOTAL $8,000

FACILITY # 18

PRIORITY I C

# TRANSITION PLAN

## MIDDLEBURY COLLEGE FACILITIES
## SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | Forest Hall - Lower | |
| USE | Laundry, Secretarial, Print Shop | |
| NO. OF LEVELS | one | |
| BEST ACCESS | East Door | |
| PARKING | Lot adjacent to entrance | |
| CURB CUT (See special survey) | N.A. | |
| WALKWAY | N.A. entry from parking lot | |
| ENTRY | ramp to doorway | $300 |
| SPACE INSIDE | existing ramp 14" @ 15' | |
| FLOORING | concrete | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | N.A. | |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | N.A. | |
| LEVEL SPACE AT FIXED SEATING | N.A. | |
| SIGNS, DIRECTIONS | to designate washer and dryer for handicapped. | |
| ADDITIONAL COMMENTS: | Install key operated front loading washer and dryer for use by handicapped only | 1,200 |
| | TOTAL | $1,500 |

FACILITY # 19

PRIORITY I B

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | JOHNSON | |
| USE | MUSIC/ART BUILDING, SOCIAL EVENTS, CULTURAL ACTIVITIES | |
| NO. OF LEVELS | | |
| BEST ACCESS | NORTH DOOR - ON GRADE | |
| PARKING | BATTELL CIRCLE | |
| CURB CUT (See special survey) | CHATEAU ROAD BETWEEN JOHNSON AND WRIGHT THEATRE | $100* |
| WALKWAY | CONCRETE | |
| ENTRY | ADEQUATE | |
| SPACE INSIDE | ADEQUATE | |
| FLOORING | TILE AND CARPET | |
| STAIRS | N.A. | |
| ELEVATOR | INSTALL SELF CLOSING DOORS ON ALL THREE LEVELS - KEY OPERATED | 15,000 |
| TOILETS | RECONSTRUCT MEN'S AND WOMEN'S | 4,000 |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | N.A. | |
| LEVEL SPACE AT FIXED SEATING | ADEQUATE | |
| SIGNS, DIRECTIONS | N.A. | |
| ADDITIONAL COMMENTS: | | |
| | TOTAL | $19,000 |

*not included in total - see Appendix D

FACILITY # 20

PRIORITY I C

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | McCullough Gymnasium | |
| USE | student social activities, custodial offices | |
| NO. OF LEVELS | one | |
| BEST ACCESS | north door - ramp | $8,000 |
| PARKING | adequate | |
| CURB CUT (See special survey) | N.A. | |
| WALKWAY | concrete | |
| ENTRY | change doors and construct platforms for entryway | |
| SPACE INSIDE | | |
| FLOORING | wood | |
| STAIRS | N.A. - see entryway | |
| ELEVATOR | N.A. | |
| TOILETS | Priority III - toilet facilities in Brown Pool to be accessible | |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | N.A. | |
| LEVEL SPACE AT FIXED SEATING | N.A. | |
| SIGNS, DIRECTIONS | N.A. | |

ADDITIONAL COMMENTS:

TOTAL $8,000

FACILITY # 21

PRIORITY I B

# TRANSITION PLAN

## MIDDLEBURY COLLEGE FACILITIES
## SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | MEAD CHAPEL | |
| USE | nondenominational religious activities, concerts, lectures | |
| NO. OF LEVELS | one | |
| BEST ACCESS | from Chapel Road | |
| PARKING | on Chapel Road | |
| CURB CUT (See special survey) | Hepburn Road | $100* |
| WALKWAY | concrete | |
| ENTRY | ramp to step and lip into building | 200 |
| SPACE INSIDE | adequate | |
| FLOORING | wood | |
| STAIRS | install chair lift in vestibule | 2,000 |
| ELEVATOR | | |
| TOILETS | N.A. | |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | | |
| LEVEL SPACE AT FIXED SEATING | N.A. | |
| SIGNS, DIRECTIONS | Parking sign on Hepburn Rd. | 50* |
| ADDITIONAL COMMENTS: Balcony not accessible | | $2,200 |
| | TOTAL | |

*not included in total - see Appendix D

FACILITY # 22

PRIORITY I B

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | Memorial Field House | |
| USE | Spectator and Physical Education | |
| NO. OF LEVELS | three (first floor only) | |
| BEST ACCESS | east and west doors | |
| PARKING | adjacent (needs handicap signs at both east and west entrances) | |
| CURB CUT | (See special survey) | |
| | N.A. | |
| WALKWAY | asphalt, concrete | |
| ENTRY | lip to east door - one step | $100 |
| | lip to west door - 3" | 100 |
| SPACE INSIDE | adequate | |
| FLOORING | tile (west), concrete (east) | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | convert ticket office to ladies' room | |
| | alter existing men's room | 6,400 |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | cup dispenser in toilet area | 50 |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | | |
| LEVEL SPACE AT FIXED SEATING | N.A. | |
| SIGNS, DIRECTIONS | parking sign on west only | 50* |

ADDITIONAL COMMENTS:
Shower facilities for female athletes currently inaccessible--are Priority III for conversion (no cost projection)

TOTAL $6,650

*not included in total - see Appendix D

FACILITY # 23

PRIORITY I B

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|
| BUILDING PROCTOR | |
| USE Dining, Social, Snack Bar, student radio station & newspaper offices, lecture space | |
| NO. OF LEVELS 3 (first and second floors only) | |
| BEST ACCESS Main building - northeast door ramp to terrace & ramp three steps | $1,000 |
| PARKING Hepburn Road | |
| CURB CUT (See special survey) Hepburn Rd. | |
| WALKWAY concrete | |
| ENTRY see below | |
| SPACE INSIDE see below | |
| FLOORING linoleum | |
| STAIRS see elevator section | |
| ELEVATOR install 1 floor elevator in area outside President's dining room | 40,000 |
| TOILETS reconstruct men's and women's toilets | 10,000 |
| SHOWERS N.A. | |
| DRINKING FOUNTAIN N.A. | |
| TELEPHONE accessible at Information Desk - also see below | |
| SWITCHES, CONTROLS N.A. | |
| LEVEL SPACE AT FIXED SEATING adequate at dining hall tables | |
| SIGNS, DIRECTIONS N.A. | |
| ADDITIONAL COMMENTS: | |
| Entrance - reconstruct entrance and foyer; partition telephone area. Mailbox for handicapped student to be located at Information Desk. | 4,000 |
| TOTAL | $55,000 |

FACILITY #24

PRIORITY I B

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|
| BUILDING PROCTOR - Lower Level | |
| USE Bookstore | |
| NO. OF LEVELS (lower level only) | |
| BEST ACCESS south door | |
| PARKING Hillcrest Ave. | |
| CURB CUT (See special survey) town of Middlebury | |
| WALKWAY asphalt | |
| ENTRY lip to doorway | $300 |
| SPACE INSIDE adequate | |
| FLOORING | |
| STAIRS N.A. | |
| ELEVATOR N.A. | |
| TOILETS N.A. | |
| SHOWERS N.A. | |
| DRINKING FOUNTAIN N.A. | |
| TELEPHONE accessible in Bookstore manager's office | |
| SWITCHES, CONTROLS N.A. | |
| LEVEL SPACE AT FIXED SEATING N.A. | |
| SIGNS, DIRECTIONS N.A. | |
| ADDITIONAL COMMENTS: Access to Bookstore itself through "exit" door to avoid installed turnstile. | |
| TOTAL | $300 |

FACILITY # 25

PRIORITY I C

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| BUILDING SCIENCE CENTER | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|
| USE classrooms, lectures | |
| NO. OF LEVELS 5 | |
| BEST ACCESS North on grade | |
| PARKING Storrs Ave. | |
| CURB CUT (See special survey) Storrs Ave. | |
| WALKWAY Concrete | |
| ENTRY adequate - on grade | |
| SPACE INSIDE spacious | |
| FLOORING concrete | |
| STAIRS N.A. | |
| ELEVATOR Keyed and accessible | |
| TOILETS extensive alterations - one bathroom | $4,500 |
| SHOWERS N.A. | |
| DRINKING FOUNTAIN needs cup dispenser | 50 |
| TELEPHONE | |
| SWITCHES, CONTROLS elevator, top control 62" | |
| LEVEL SPACE AT FIXED SEATING adequate at lab stations | |
| SIGNS, DIRECTIONS N.A. | |
| ADDITIONAL COMMENTS: Bathroon will be desegrated male or female depending upon sex of student. If students are enrolled of different sexes, a second bathroom will be converted. TOTAL | $4,550 |

FACILITY # 26

PRIORITY I C

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|
| BUILDING Service Building | |
| USE Personnel, etc. | |
| NO. OF LEVELS 2 (main level only) | |
| BEST ACCESS north door - lip to doorway | $200 |
| PARKING adjacent - need sign | 50* |
| CURB CUT (See special survey) not necessary | |
| WALKWAY concrete on grade | |
| ENTRY small, but adequate | |
| SPACE INSIDE spacious | |
| FLOORING tile | |
| STAIRS N.A. | |
| ELEVATOR N.A. | |
| TOILETS | |
| SHOWERS N.A. | |
| DRINKING FOUNTAIN N.A. | |
| TELEPHONE N.A. | |
| SWITCHES, CONTROLS adequate | |
| LEVEL SPACE AT FIXED SEATING N.A. | |
| SIGNS, DIRECTIONS | |
| ADDITIONAL COMMENTS: Move Personnel Office to first floor or conduct interviews in accessible location. | $200 |
| TOTAL | |

*not included in total - see Appendix D

FACILITY # 27

PRIORITY under construction

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

BUILDING STARR LIBRARY

USE Book depository, classrooms, study area, etc.

NO. OF LEVELS 4

BEST ACCESS under construction

PARKING on Old Chapel Road

CURB CUT (See special survey)

WALKWAY permanent ramp to be constructed as part of renovation

ENTRY

SPACE INSIDE

FLOORING wood and carpet

STAIRS N.A.

ELEVATOR currently useable by the handicapped

TOILETS accessible as part of renovation

SHOWERS N.A.

DRINKING FOUNTAIN

TELEPHONE

SWITCHES, CONTROLS

LEVEL SPACE AT FIXED SEATING

SIGNS, DIRECTIONS 2 to be installed on Old Chapel Rd.

ESTIMATED COST
(Some modifications may not be necessary to achieve program accessibility.)

ADDITIONAL COMMENTS:
All areas open to the general public will be accessible to handicapped personnel when current library renovation is complete.

TOTAL - 0 -

FACILITY # 28

PRIORITY I B

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | SUNDERLAND | |
| USE | classrooms, language lab | |
| NO. OF LEVELS | 3 (first floor only) | |
| BEST ACCESS | South - ramp to terrace | $1,000 |
| PARKING | Old Chapel Road - needs sign | |
| CURB CUT | (See special survey) College St. - Town of Middlebury | |
| WALKWAY | concrete | |
| ENTRY | ramp entire entry way | 150 |
| SPACE INSIDE | replace doors | 400 |
| FLOORING | tile | |
| STAIRS | N.A. | |
| ELEVATOR | keyed and accessible | |
| TOILETS | reconstruct men's and women's on first floor | 10,000 |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | needs cup dispenser | 50 |
| TELEPHONE | lower telephone - Telephone Co. | |
| SWITCHES, CONTROLS | Accessible | |
| LEVEL SPACE AT FIXED SEATING | N.A. | |
| SIGNS, DIRECTIONS | Parking sign on Old Chapel Road | 50* |
| ADDITIONAL COMMENTS: Carrel - widen door - reserve one for handicapped. Room 117 - reserve one permanent seat & install sign on wall | TOTAL | 400 $12,000 |

*not included in total - see Appendix D

FACILITY # 29

PRIORITY I C

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | Voter - Data Processing | |
| USE | Data Processing, Computer Center | |
| NO. OF LEVELS | 4 - (Basement only) | |
| BEST ACCESS | only access from College Street | |
| PARKING | College Street | |
| CURB CUT | (See special survey) College St.- Town of Middlebury | |
| WALKWAY | concrete | |
| ENTRY | install lift | $4,000 |
| SPACE INSIDE | adequate | |
| FLOORING | tile and carpet | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | convert one toilet | 8,000 |
| | handicapped sign on toilet door | 15 |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | N.A. | |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | accessible | |
| LEVEL SPACE AT FIXED SEATING | accessible | |
| SIGNS, DIRECTIONS | N.A. | |

ADDITIONAL COMMENTS:

TOTAL $12,015

FACILITY # 30

PRIORITY I C

# TRANSITION PLAN

## MIDDLEBURY COLLEGE FACILITIES
## SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | WARNER SCIENCE | |
| USE | Classrooms | |
| NO. OF LEVELS | 4 (first floor only) | |
| BEST ACCESS | South door | |
| PARKING | College St., Old Chapel Rd. | |
| CURB CUT (See special survey) | N.A. | |
| WALKWAY | concrete | |
| ENTRY | ramp to door | $5,000 |
| | widen door 29" | 2,000 |
| SPACE INSIDE | adequate | |
| FLOORING | tile | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | remodel one men's and women's on first floor | 5,000 |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | install cup dispenser | 50 |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | accessible | |
| LEVEL SPACE AT FIXED SEATING | adequate | |
| SIGNS, DIRECTIONS | N.A. | |

ADDITIONAL COMMENTS:
Only ground floor and first floor to be made accessible. Upper floors are Priority III.

TOTAL $12,050

FACILITY # 31

PRIORITY I C

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

BUILDING WARNER SCIENCE

USE Animal care facility, labs

NO. OF LEVELS 4 (basement only)

BEST ACCESS College Street door

PARKING College Street

CURB CUT (See special survey) Town of Middlebury

WALKWAY concrete

ENTRY on grade

SPACE INSIDE adequate

FLOORING concrete

STAIRS N.A.

ELEVATOR N.A.

TOILETS N.A.

SHOWERS N.A.

DRINKING FOUNTAIN N.A.

TELEPHONE N.A.

SWITCHES, CONTROLS accessible

LEVEL SPACE AT FIXED SEATING adequate

SIGNS, DIRECTIONS N.A.

ADDITIONAL COMMENTS:

| ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) | |
|---|---|
| TOTAL | - 0 - |

FACILITY # 32

PRIORITY I B

TRANSITION PLAN

MIDDLEBURY COLLEGE FACILITIES
SURVEY REGARDING ACCESSIBILITY BY PHYSICALLY HANDICAPPED

| | | ESTIMATED COST (Some modifications may not be necessary to achieve program accessibility.) |
|---|---|---|
| BUILDING | WRIGHT THEATRE | |
| USE | classrooms, theatrical performances | |
| NO. OF LEVELS | 2 - first floor and theatre only | |
| BEST ACCESS | Chateau Road | |
| PARKING | Battell Circle | |
| CURB CUT (See special survey) | College responsibility | $100* |
| WALKWAY | concrete | |
| ENTRY | install wooden ramp | 500 |
| SPACE INSIDE | adequate | |
| FLOORING | tile | |
| STAIRS | N.A. | |
| ELEVATOR | N.A. | |
| TOILETS | widen doors to men's and women's room<br>convert 2 toilets | 1,000<br>5,000 |
| SHOWERS | N.A. | |
| DRINKING FOUNTAIN | install cup dispenser | 50 |
| TELEPHONE | N.A. | |
| SWITCHES, CONTROLS | accessible | |
| LEVEL SPACE AT FIXED SEATING | adequate in classroom - unencumbered space for wheelchair & theatre | |
| SIGNS, DIRECTIONS | N.A. | |
| ADDITIONAL COMMENTS: | | |
| * not included in total - see Appendix D | TOTAL | $6,550 |

# SELF-EVALUATION

In order to complete the self-evaluation, the Committee used as a guide the manual distributed by the National Association of College and University Business Officers. The guide had been reviewed and approved for use by the Office of Civil Rights of the Department of Health, Education and Welfare.

The questions listed on the following pages were taken verbatim from the above mentioned guide. Answers to the questions were supplied by various members of the faculty and administration most closely connected with the general topic at hand. The following individuals participated in the survey:

Professor Beyer, Russian Department
Mr. Charles Brakeley, Director of Financial Aid
Frank O. Bruch, M.D., Medical Director
Mr. Roger E. Cole, Personnel Director
Mr. Maxwell Eaton, Maintenance Engineer
Mrs. Jackie Flickinger, Student Activities Director
Mr. Thomas Lawson, Director of Athletics
Mr. Karl Lindholm, Assistant Dean of Students
Mrs. Jean MacFadden, Secretary of the Faculty
Mr. T. Richardson Miner, Jr., Secretary of the College
Dean Walter A. Moyer, Jr., Director of Career Counseling and Placement
Mr. Fred Neuberger, Director of Admissions
Mr. James Ross, Business Manager
Mr. Ronald Rucker, Librarian
Mr. Fred Spencer, Chief, Campus Security
Mr. Gary Starr, Director of Food Service
Miss Gloria Vaglio, Assistant to the Director of the Language Schools

1) Who is the institutional officer responsible for the Transition Plan and its implementation?

T. Richardson Miner, Jr.
Secretary of the College
Old Chapel
Middlebury College
Middlebury, Vermont 05753
802-388-7975

Who is the institutional officer with primary responsibility for the Self Evaluation?

Same As Above

Describe the steps that will be taken to ensure a full integration and complete consistency between the Transition Plan and the Self Evaluation.

The President of the College has appointed a "Section 504 Committee" charged with the responsibility for completing the Transition Plan and the Self-Evaluation. The Transition Plan has reviewed all facilities on the campus as well as those at the Bread Loaf Campus and determined which 1) are currently accessible and 2) should be made barrier free, (See Appendix A). The Self-Evaluation is being conducted by the Committee and various members of the college community who are directly responsible for various segments of it, i.e. Director of Admissions, Director of Career Counseling and Placement, Personnel Director, Medical Director, etc. The final Self-Evaluation will be studied by the Committee to determine what measures are necessary to bring the College into complete compliance with the spirit of the law.

2) List the facilities that the institution rents or leases (or uses through any other arrangement) for programs, activities or services offered by the College or University.

NONE

3) List any buildings or facilities that have been constructed since September 2, 1969 with federal construction funds. In each case, indicate whether or not such buildings or facilities have been constructed in accordance with ANSI standards.

The only building under construction since September 2, 1969 employing federal construction funds is a dormitory, Kelly/Lang. The facility was completed in April 1970. Other buildings have been constructed/renovated since the above date, but federal funds were not used for any portion of the work completed. Buildings in this category include: renovation of Voter, construction of Fletcher Field House, Atwater/Davis, and the reconstruction of Warner. Kelly/Lang meets ANSI standards. The architects were Freeman, French, Freeman in Burlington, Vermont.

4) Discuss any steps that may be taken to inform students and employees of general accessibility standards, so that they may report problem areas to the responsible campus official. Discuss also steps that will be taken to adopt and implement procedures for informing interested persons, including those with sight and hearing impairments, of the existence and location of accessible services, activities, and facilities.

The College's publications include a statement about the College's policy of non-discrimination on the basis of handicap and lists the name and location of the person responsible for compliance. Employees have also been advised about the policy and the name of the compliance officer. The statement is as follows:

Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. In so doing, Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, ethnic origin or handicap in any of its programs or activities.

T. Richardson Miner, Jr. , Secretary of the College, is responsible for coordinating the College's efforts to comply with Section 504 of the Rehabilitation Act of 1973. Mr. Miner maintains an office in Old Chapel, Middlebury College, Middlebury, Vermont (Tel. 802-388-7975).

5) All steps to be taken as a result of program accessibility requirements contained in this chapter (and specific steps enumerated in the institution's Transition Plan) should be incorporated into an organized process for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities. Unless a process more suited to an institution's administrative procedures is devised, all steps or actions required should be the subject of individual Summary Report Forms.
Discuss the procedure to be followed and the schedule for developing individual Summary Report Forms for all steps to be taken as a result of this chapter and the institution's Transition Plan.

Appendix F of this report exhibits a copy of the Institutional Self-Evaluation Summary Report Form which was adopted by the Committee to plan for modifications and to monitor progress.

6) Does the institution have any limitation on the number or proportion of qualified handicapped person who may be admitted?

YES _____ NO X

If "no" describe the general admissions process and how it relates to handicapped applicants.

Handicaps have probably been evaluated as assets at Middlebury. The College has gone out of its way to accommodate blind students, deaf students and those with physical disabilities in the belief that it would be healthy for the Middlebury College Community to have an opportunity to observe these students functioning in a world which often appears to be designed for perfect righthanded physical specimens.

7) Based on a department-by-department analysis that includes all schools and colleges of the institution, list and briefly describe all tests and other criteria used in institutional admissions decisions. (List all tests and all criteria such as interviews, good health, high school performance, portfolio for an art student, musical ability for music students, and so forth.) For all tests listed, note the skill, level of achievement or other factor that the test purports to measure.

To evaluate the academic potential of candidates for admission, the College normally requires records of the students' secondary schoolwork, school recommendations and the results of the College Board Scholastic Aptitude Tests and 3 Achievement Tests of the candidate's own choosing. The College Board offers a braille version of the Scholastic Aptitude Tests and an untimed version of the same tests which sometimes seem to be fairer to students with other kinds of handicaps. However, it is important to understand that while the College normally "requires" all of the foregoing from candidates for admission, we are free to waive any of these items if the candidate can produce other kinds of information which will enable us to evaluate his/her performance and potential in academic areas. We do not require a personal interview and the only item which would render a Health Certificate "unsatisfactory" would be a failure to have the required inoculations or vaccinations. The only tests given prior to admission are in the Russian School.

While the Russian School does not require an examination for admission to the nine-week session (First-, Second-, and Third-Year Russian), students applying for admission to advanced courses in the six-week session are required to take a grammar test to illustrate their competency in the fundamentals of Russian Grammar.

8) For each test listed in (7), describe steps that will be taken to ensure that it measure solely what it purports to measure and that impaired sensory, manual or speaking skills (unless those skills are the ones it purports to measure) are not being measured as well.

All tests administered and scored by CEEB. The Russian test, which has been devised by the Russian Department, consists of one hundred fill-in-the-blank questions, each designed to check knowledge of grammatical rules or forms. The exam is sent to a proctor designated by the individual student. The designated person is responsible for administering the test. Consequently, the proctor could read the test questions for blind students, write in the answers for manually impaired students, etc. Thus the test provides only a measure of grammatical knowledge.

9) List from (7) those tests or criteria that have a disproportionate, the adverse effect on handicapped applicants, or have the potential to have such an effect on handicapped applicants.

None of the above tests have such an effect.

10) For each test or criterion listed in (9), state whether or not the Director of OCR has identified any alternate tests or criteria that would accomplish the same measurement with a less disproportionate, adverse effect on handicapped persons. Where alternate tests or criteria have been identified by the Director of OCR, describe the steps that will be taken to employ these alternate tests or criteria in place of those currently used.

N/A

11) For each test or criterion listed in (9) for which the Director of OCR has not identified any alternates, either: (A) provide background information that indicates the validity of the test or criterion as a predictor of success (Note: first-year grades may be used to monitor validity in this case); or (B) indicate steps that will be taken to modify the test or criterion or discontinue its use with respect to classes of handicapped persons affected adversely.

N/A

12) For all tests and other criteria used in admissions, discuss the process through which the institution will conduct periodic validity studies against the criterion of overall success in the education program or activity (beyond the initial validation based on first-year grades or some equivalent factor) in order to monitor the general validity of test scores, Indicate the nature and frequency of such studies.

For the undergraduate college, tests and other criteria have, in the past, been waived for certain individuals. There are no firm requirements. All tests used in the admissions process are administered by CEEB.

In the graduate schools, there are no admissions tests used in evaluation process with the exception of the Russian School. The test has no potential for discrimination and thus no periodic validity studies are scheduled.

13) Does the institution make available to applicants admissions tests that are designed for person with impaired sensory, manual or speaking tests?

YES ____ NO __X__

If "no" describe steps that will be taken to make certain that such tests are made available by the institution (or will be made available as required) and that applicants, including those with sight and hearing impairments, are notified regarding the availability of alternate tests.

Describe steps to be taken that will ensure that such alternate tests are offered as often and in as timely a manner as other admissions tests.

13) (Continued)

Admission tests are administered by the CEEB. Notification is made by the CEEB. The Russian test is administered by a proctor of the student's choosing and thus the test can be read to a blind student. Speaking is an integral part of the language major. Students with major speech impediments will not be able to complete the programs.

14) Are admissions tests administered in locations and facilities that, on the whole, are accessible to handicapped persons?

YES ____ NO ____

There are no locally administered tests for the undergraduate college or the summer schools.

15) Is the institution's admissions office (or other campus facility normally used in the admissions process) accessible to all applicants?

YES ____ NO X

Provisions have been made for interviews to be held in an accessible location.

16) Does the institution make any preadmission inquiries (on forms, during interviews, and so forth) regarding whether an applicant for admission is a handicapped person?

YES ____ NO X

If "no" discuss safeguards that exist to ensure that no such pre-admission inquiries are made (unless an institution is taking voluntary or remedial action, see below).

Admissions officers are advised of procedures for interviews and are aware of the provisions of Section 504 as they relate to the admissions process.

The Director of Admissions reviews the application yearly and is aware of the provisions of Section 504 as they relate to applications and pre-admission inquiries.

17) Is the institution:

taking remedial action at the request of the Director of OCR? YES ____ NO X

taking voluntary action to overcome the effects of conditions that resulted in limited participation in programs or activities by handicapped persons? YES ____ NO X

18) Following admission, inquiries may be made on a voluntary and confidential basis regarding handicaps that may require accommodation or the availability of auxiliary aids, whether or not an institution is taking voluntary or remedial action. Discuss whether, and when, such inquiries will be made, how confidentiality of information will be ensured, and how specific information gathered will enter some procedure through which accommodations will be made and auxiliary aids will be available, as necessary.

A medical history is required by each student who has been accepted for matriculation at Middlebury. The form is confidential and is returned to the Medical Director. Any information received through such a medical history (health form) which is necessary for the 504 Committee to know in order to make special arrangements will be forwarded to the Committee for action. The Committee feels it important for the applicant to advise the College of any handicaps in order that the needs may be met. Past history has proven this to be the case.

19) For each school or department of the institution, discuss briefly the process of selection regarding admissions. Outline the steps in the process, who is involved, and other pertinent factors. Discuss whether or not the process of selecting students from the applicant pool has any potential for discrimination against qualified handicapped persons.

Applications are received at the Admissions Office and evaluated by the staff. The process has no potential for discrimination. The College's record indicates that lengthy correspondence and telephone conversations have been held after admission with the students who suggest that they may have a handicap in order that the College may make every reasonable accommodation for them following matriculation.

20) Describe the steps that will be taken to communicate to all academic administrators and department chairpersons information and requirements related to admissions contained in (6) through (19) above.

The College's standard procedure is that all members of the faculty and administration refer all questions concerning admissions to the Admissions Office.

21) Describe the steps that will be taken to make certain that all admissions and recruitment personnel of the institution are knowledgeable with regard to section 504 requirements, the information contained in (6) through (19) above, and the prohibition against counseling students toward more restrictive courses of study or careers.

Admissions personnel are briefed by the Director of Admissions concerning Section 504,(see #16 above). Middlebury College does not offer courses that are restrictive in nature to handicapped individuals. The Director of Career Counseling and Placement is aware of the requirements of Section 504.

22) Describe the steps that will be taken to make certain that all applicants, including those with sight or hearing impairments, are notified of the institution's policies and practices regarding non-descrimination in admissions and recruitment (and regarding specific accommodations that will be made). Include steps that will be taken to ensure that all catalogs, handbooks, forms, and communications used in admissions and recruitment accurately reflect the policies and practices of nondiscrimination based on handicap, include the institution's statement of nondiscrimination, and are available to and usable by all prospective students, including those with sight and hearing impairments.

All publications used in the recruiting process contain the statement quoted in the answer to question #4.

23) Describe steps that will be taken to ensure that orientation programs do not discriminate on the basis of handicap, and that no separate orientation program replaces the regular orientation program for handicapped students.

The orientation program consists of a briefing by Deans and advisors and an outing for incoming students. Special arrangements have been made in the past for the few handicapped students who have matriculated. There is no special orientation program for the handicapped since the present program does not discriminate against the handicapped.

24) Discuss briefly the recruitment policies and practices of the institution, including specific steps in the recruitment processes.

The Admissions Office has established Alumni Groups throughout the country to assist in the recruiting process. Each group has access to admissions brochures, etc. which outline the College's non-discrimination practices. Additional information is available through the Admissions Office.

25) Discuss steps that will be taken to ensure an absence of discrimination in all recruitment policies and practices, including the selection of schools and sited for visitation, the accessibility of sites used for recruitment purposes, and the education with regard to section 504 obligations of all persons who perform recruitment work in an official capacity on behalf of the institution. Discuss also what additional steps might be taken to inform others involved in the recruitment process (e.g., former students, friends of the institution) of the institution's commitment to nondiscrimination based on handicap in admissions.

Secondary schools are selected throughout the country for visits by the Admissions personnel and members of the Alumni Association. Since the Admissions Office does not know of the degree of compliance with Section 504 by all secondary schools, it is not possible to know about accessibility. In cases where a site is not accessible, the

Admissions Office will conduct interviews at an alternate site which is accessible. Members of the Admissions Office are in close contact with alumni concerning the admissions practices of the institution. The Middlebury College catalogue has a statement as outlined in paragraph #4 above.

26) All steps to be taken as a result of admissions and recruitment requirements contained in this section should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

Discuss the procedure to be followed and the schedule for developing Summary Report Forms for all steps to be taken or actions required as a result of this section on admissions and recruitment.

A Summary Report Form has been adopted by the Committee (see Appendix F).

27) Discuss the procedures and schedule for a department-by-department review of all academic programs and activities of the institution to determine or identigy factors including the following:

(A) whether or not there are any degree requirements or course requirements (including prerequisites) that discriminate on the basis of handicap or have the effect of so discriminating;
(B) the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement;
(C) those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments;
(D) those off-campus programs (e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of nonhandicapped students;
(E) policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials;
(F) practices related to professors' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;
(G) policies and practices related to student participation in research;
(H) inaccessible facilities that must be used by students;
(I) any special equipment or devices that may require adaptation for use by students with certain handicaps;
(J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students; and
(K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements,

course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and institutional methodologies of courses, and other similar materials.

As a part of this department-by-department analysis, all degree or course requirements that discriminate on the basis of handicap, or have the effect of discriminating on the basis of handicap, must be the subject of one of three actions: (A) it must be demonstrated that the requirement is essential to the course of study being pursued; (B) it must be demonstrated that the requirement is directly related to a licensing requirement; or (C) steps must be outlined that will result in the modification of the requirement for individual handicapped persons.

This department-by-department analysis should identify specific areas where discrimination exists, or the potential for discrimination exists. Such areas should be highlighted for individual actions that will ensure nondiscrimination and equal opportunities for handicapped persons to participate in all education programs and activities.

In the fall of each year the President will remind department chairmen to meet with their staffs and undertake a thorough review of their offerings in the context of the extensive provisions of this category.

28) In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504, including the following:

(A) that no student may be excluded from <u>any</u> course or <u>any</u> course of study solely on the basis of handicap;
(B) that modifications in degree or course requirements may be necessary to meet the requirements of some handicapped students (include examples);
(C) that prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some handicapped students;
(D) that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of handicapped students;
(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);
(F) that classes may have to be rescheduled to permit access for students with mobility impairments;
(G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases; and
(H) that it is discriminatory to counsel handicapped students toward more restrictive careers than nonhandicapped students,

unless such counsel is based on strict licensing or certification requirements in a profession.

This information will be included in all relevant publications, including the Handbook, course catalogue, and admissions materials; also, verbal reminders will be made at regular intervals (at department meetings, the September Faculty meeting, staff meetings, and so on).

29) Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and of modifications or adjustments that will be made for individual handicapped students, including:

(A) that no one may be excluded from any course, or course of study, on account of handicap;
(B) that classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;
(C) that academic degree or course requirements may be modified in certain instances to ensure full participation by handicapped students;
(D) that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirements for such methods;
(E) that auxiliary aids are made available by the instiution for students with impaired sensory, manual, or speaking skills; and
(F) that certain campus rules and regulations may be waived if they limit the participation of handicapped students.

These provisions will also be included in the Handbook which all students receive as freshmen. The Dean of Students will function to assure that handicapped students and their faculty and peer advisers are aware of their rights. The Public Affairs Office will undertake a program to advise all the College's constituencies of the committment to the legislation.

30) Describe the general process that will be employed for rescheduling classes to make certain that all courses are available on request to students with mobility impairments.

The Secretary of the Faculty will schedule handicapped students before all others, insuring accessability to the entire curriculum.

31) Describe the steps that will be taken to ensure that no automatic or arbitrary scheduling or rescheduling process makes changes or special arrangements for any handicapped student who may not desire or require such treatment.

The scheduling process will be discussed in advance with the individual student.

32) Does the institution have any specific prohibitions against tape recorders in classrooms, dog guides in campus buildings, or other

similar aids that may be required for full participation by handicapped persons?

YES X NO _____

If "yes" list each such prohibition or regulation and describe, for each, steps that will be taken to modify or waive the regulation, as required.

Tape Recorders: The use of a tape recorder, in the past, has been a matter of professor's prerogative. Through the Dean of the College or the Vice-President for Academic Affairs, students with a handicap will be permitted to use such an aid if it will assist them to overcome the handicap.

Dogs: dogs are not allowed in College buildings. The same procedure as above has been used to waive this prohibition for handicapped students.

The Dean of Students will identify aids which may be required for students and take steps to communicate to faculty and others their necessity or suitability.

33) Supplementing information gathered and actions required as a result of the department-by-department analysis in (27), describe any modifications in library policies, practices, services, or facilities that will be required to ensure equal opportunity for handicapped persons. Consider all user services and how they will be delivered (or made accessible) to handicapped persons, especially persons with visual impairments (and their readers).

Discuss also the accessibility of stores owned or operated by the institution, from which students are normally expected to purchase books or materials for course assignments.

An assistant in the Library will retrieve books and other materials for handicapped students. All public areas will be accessible when library renovations are complete.

The College Bookstore will be accessible after minor renovations have been completed. (See Transition Plan).

34) Describe the process of registering for courses and modifications in this process that may be necessary to ensure full participation for handicapped persons. Include information related to registration facilities, forms, and scheduling, and the provision of auxiliary aids during registration.

See answer to question #30. Registration materials and academic counseling will be provided handicapped students at an accessible location.

35) Describe the steps that will be taken to ensure that alternate testing and evaluation methods for measuring student achievement are available in every department of the institution, as required, for students with impaired sensory, manual, and speaking skills. How will the tests be administered? Discuss the procedure that will be followed for making tests available to individual students and for training faculty members in their use, as necessary.

These steps will emerge as responses to practical situations and will involve discussion among individual faculty members, department chairmen, Dean of Students' personnel, and the Section 504 officer. The Dean of Students Office and the Section 504 officer will be responsible for developing procedures and recommending them to faculty.

36) Describe the steps that will be taken to ensure the availability of auxiliary aids for use, as required, by students with impaired sensory, manual, or speaking skills. Discuss what services are available from the State Vocational Rehabilitation agency or other sources, and how additional aids will be made available if they are necessary. Discuss also the process whereby a student requiring an auxiliary aid would arrange for its provision.

The Section 504 officer will investigate this issue and the purchase of auxiliary aids, as required. The Dean of Students has worked closely with Vermont State agencies to assist blind students

37) All steps to be taken as a result of requirements related to academic adjustments should be the subject of individual Summary Report Forms. This procedure is recommended unless a process more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

Discuss the procedure to be followed and the schedule for developing individual Summary Report Forms for all steps to be taken and actions required as a result of this section on "Academic Programs and Adjustments."

A Summary Report Form has been adopted by the Committee (see Appendix F).

38) To make certain that discrimination (or the potential for discrimination) on the basis of handicap does not exist, describe steps that will be taken to review all materials, documents, or agreements related to student programs, activities, and services, including those related to academic programs, research, occupational training, housing, health, insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular activities, and any other postsecondary education program or activity.

The Dean of the College will remind his staff (which encompasses the thirteen areas listed in the NACUBO guide to review this fall (1978) all of the printed materials to insure us potential for discrimination does not exist.

39) List all policies, materials, documents and agreements, based on the review in (38), that discriminate on the basis of handicap, or could have the effect of so discriminating. For each, describe steps that will be taken to modify such policies, materials, documents, and agreements.

Cannot be listed until such a review takes place.

40) Are the food service facilities of the institution accessible to handicapped persons, and are the policies and contracts related to food service free of any discrimination based on handicap?

YES X NO _____

41) For all social or recreational programs or services for students, analyze the policies and practices related to such services, communications methods for informing students of activities, and the facilities in which they take place (e.g., lecture halls, theaters, athletic facilities, student unions). (Note: This analysis should not include the activities of campus social or recreational organizations, which are covered in the section on "Nonacademic Services" to follow.) Based on this analysis, discuss steps that will be taken to ensure nondiscrimination in all social or recreational programs or activities provided to students.

The Student Activities Director, Mrs. Flickinger, is examining all areas of Student Activities for the potential of discrimination, and, in consultation with the Dean of Students' office and the Section 504 Officer, will identify problem areas and formulate steps for their rectification.

42) List all programs, activities and services that are not operated wholly by the institution and, for each, identify the providers of such "outside" programs, activities, or services. Among the areas to be reviewed for identification of "outside" providers are housing, health, insurance, counseling, financial aid, physical education, athletics, recreation, transportation, programs of training or work experience, employment opportunities, and research.

Middlebury does not significantly employ such "outside providers."

43) For each of those "outside" programs or activities listed in (42), either: (A) discuss how equal opportunities, as a whole, exist for handicapped persons in the specific program or activity; or (B) discuss steps that will be taken to ensure that equal opportunities, as a whole, will exist in the specific program or activity.

N/A

44) Have grievance procedures been established that will allow students to file complaints with the institution on matters related to section 504? (Note: Such procedures should apply to all student programs, activities and services covered in this chapter. However, it should be pointed out that grievance procedures need not apply to complaints from applicants for admission.)

YES _____ NO X

If "no" describe steps that will be taken to establish such procedures, and to communicate them periodically to all students (including those with sight or hearing impairments).

No official grievance procedure has been established. The Dean of Students' office, however, considers itself the proper locus for student grievances and would continue in that role (in consultation with the Section 504 officer) with regard to handicapped students. The Dean of Students office would take care to keep students informed of the rights and privileges.

45) All steps to be taken as a result of requirements related to treatment of students should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

Discuss the procedure to be followed and the schedule for developing Summary Report Forms for all steps to be taken or actions required as a result of this section on the "Treatment of Students."

A Summary Report Form has been adopted by the Committee (See Appendix F).

46) List all policies and practices of the institution related to student transportation, including the use of automobiles by students, student parking, or those dealing with the use of campus vehicles.

All faculty and staff members are required to register their motor vehicles with the Campus Security office, Carr Hall. Each faculty and staff motorist will be issued a sticker for his/her automobile. Motor vehicles bearing stickers issued and operated by faculty and staff members may park or drive on the campus under the provisions of College ordinances and Vermont laws relating to motor vehicles. Parking is no longer allowed on the north side of College Street from Shannon Street to Hillcrest Road. Parking is also prohibited in certain other marked areas. Special arrangements are made for handicapped students/employees.

47) For each policy and practice listed in (46), discuss either: (A) how the policy or practice does not discriminate against handicapped person; or (B) steps that will be taken to modify the policy or practice to ensure nondiscrimination in the future. In cases where an institution provides parking space for its students, discuss the accessibility of such parking space for students with mobility impairments.

A) The current policy does not discriminate against any handicapped person; however, the College will be installing special parking signs for handicapped persons and will publish a statement outlining the restrictions placed on the utilization of these spaces by non-handicapped persons. Special stickers, decals will be issued to handicapped persons when registering automobiles with Campus Security. The institution will make available parking spaces for students as close to the residence as is possible. Since the College does not currently have any handicapped individuals, there are no specific spaces near dormitories, but these will be so designated once a student has matriculated. Special parking will be designated for handicapped employees.

48) List all programs, activities, or services of the institution for which transportation for students is provided, including specific courses of study and social, recreational or other activities.

Transportation is not routinely provided to students on campus. The only instance is for the fall freshman outing held on the Bread Loaf Campus. At this time, charter busses are used to take students to and from the mountain campus. Student athletes are transported to and from athletic contests by charter bus. No transportation is provided for other students.

49) For each of those programs, activities, or services listed in (48), discuss either: (A) how equal opportunities exist for handicapped person; or (B) the steps that will be taken to ensure equal opportunities in the future.

Discuss also steps that will be taken to ensure that all students (including those with sight or hearing impairments) are informed of the transportation services that the institution provides for its students.

Since the College does not routinely provide transportation to students, there is no discrimination and no action is required. At the time of the freshman outing (mentioned above), students with handicaps will be advised of the special arrangements which will be made for them to attend the scheduled function.

50) Make certain that transportation programs, activities or services not wholly operated by the institution were treated in questions (42) and (43).

See Questions #42 and #43.

51) All steps to be taken as a result of requirements related to student transportation should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

Discuss the procedure to be followed and the schedule for developing Summary Report Forms for all steps to be taken or actions required as a result of this section on "Transportation."

The College does not routinely provide transportation to students.

52) Describe all health services or programs offered to students by the institution.

A full-time physician, assisted by a round-the-clock nursing staff, holds regular office hours in the Infirmary, and is on call for emergencies at all times. Coverage of office gynecology and athletic medicine is also provided. An in-patient service of 12 beds is also available at the Infirmary. Psychological counseling is provided by a consulting psychiatrist two afternoons a week, and by a counseling psychologist 5 days a week. Coverage during the summer is by the Medical Director who is available 24 hours per day or has arranged coverage with a local physician. Summer students requiring overnight stays are sent to Porter Medical Center in Middlebury.

53) For each service or program contained in (52), discuss either; (A) how the service or program does not discriminate against handicapped person; or (B) steps that will be taken to modify the service or program to ensure nondiscrimination in the future.

Describe also steps that may be necessary to ensure that all students (including those with sight or hearing impairments) receive adequate notice of changes in service, or information regarding waivers or consent.

All of the services detailed in #52 are available to all full-time students, handicapped or not. Changes in services are presently conveyed in written and oral form to students.

54) Discuss the general physical accessibility of facilities utilized for student health services, and make certain that specific steps necessary to achieve accessibility are included in the Transition Plan.

Plans are being made for the renovation of the Infirmary to provide access to handicapped.

55) List and briefly describe all health or insurance policies or plans offered to students by the institution.

The Comprehensive Fee includes accident insurance for all regular full-time students. A companion sickness insurance plan is available to those students not covered by their parents' policy at an additional fee.

56) For each policy or plan listed in (55) discuss either: (A) how the policy or plan does not discriminate against handicapped person; or (B) steps that will be taken to modify or discontinue the policies or plans to ensure nondiscrimination in the future.

There is at present a restriction in the above policy with reference to "pre-existing conditions"which will be discussed with the carrier.

57) Discuss steps that will be taken to make certain that all students (including those with sight or hearing impairments) are informed regularly of the institution's health services for students.

Regular notification of parents of students is made through the Office of the Dean of Students and the Handbook.

58) Make certain that health and insurance programs and services not operated wholly by the institution were treated in questions (42) and (43).

See questions #42 and #43.

59) All steps to be taken as a result of requirements related to health and insurance should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

Discuss the procedure to be followed and the schedule for developing Summary Report Forms for all steps to be taken and actions required as a result of this section on "Health and Insurance."

A Summary Report Form has been adopted by the Committee (See Appendix F).

60) Does the institution provide housing to its students?

YES X NO _____

If "yes" describe the different forms of housing that are available from the institution.

Housing is almost exclusively in College dormitories of various sizes and capacities. About 100 men live in fraternities, and another 50 students are allowed to live off campus.

61) Are each of the forms of campus housing listed in (60) accessible to handicapped students and provided to them at the same cost as to others?

YES _____ NO X

If "no" describe steps that will be taken to make different forms of housing accessible, and to ensure a selection of housing for handicapped students that is, in variety, convenience and cost, comparable to that of nonhandicapped students.

We have not bridged the fraternity issue. At the present time, the College does not provide "significant" assistance to fraternities and thus this form of housing is not under the direct operating control of the College. We have made provisions with regard to dormitories and established an accessible freshman dorm and identified an upper class dorm. They are both "comparable in variety and convenience to the selection of rooms offered to non-handicapped students."

62) List and briefly discuss any institutional policies or practices related to campus housing.

Freshman are assigned rooms in designated dormitories. Upperclassmen draw rooms in the spring of the year on the basis of seniority. Regulations regarding dorm life are stated in the Handbook.

63) For each policy or practice listed in (62) discuss either: (A) how the policy or practice does not discriminate on the basis of handicap; or (B) steps that will be taken to modify the policies or practices to ensure nondiscrimination in the future.

A freshman handicapped student will be assigned a room in a freshman dormitory. An upperclass handicapped person would be offered a room in Forest Hall, an attractive, central upperclass dormitory.

64) Discuss, in general, the accessibility of all facilities used in the program of providing housing to students (e.g., housing office) and make certain that specific steps to achieve accessibility are included in the Transitition Plan.

The Dean of Students' office undertakes housing at Middlebury. The same procedures which are outlined with regard to other issues and handicapped students would apply to housing also.

65) List and discuss any rules or regulations regarding campus housing that may discriminate against handicapped person (e.g., prohibitions against guide dogs, special equipment, and so forth) and steps that will be taken to waive such rules in specific instances.

See answer to question #32.

66) Describe the process whereby housing is assigned to, or chosen by, students, and any modifications in this process that may be necessary to ensure that handicapped students have housing opportunities equal to those of nonhandicapped students.

The Dean of Students office will go over very carefully housing procedures with handicapped individuals. Though limited, the housing opportunities that we have decided to offer handicapped students (Battell Center and Forest Hall) should be perceived as quite appealing.

67) Discuss steps that will be taken to ensure that handicapped students who do not require any modifications or accommodations with regard to housing, or that require only minor modifications, will be fully integrated throughout the institution's housing. Discuss also steps that will be taken to ensure that there is as little concentration of handicapped students in campus housing as possible, regardless of the handicap.

These steps have already been taken in discussions of physical modifications in dormitories. We do not anticipate "concentration (s)" of handicapped students. A handicapped student in Battell or Forest would be "fully integrated" in dorm and campus life.

68) List and discuss any state or local laws or regulations that may conflict with section 504 requirements in the area of housing. Discuss what steps will be taken to resolve such conflicts.

The College is not aware of any state or local laws or regulations which would be in conflict with Section 504 requirements. Governor Snelling has recently (April 1978) signed a law prohibiting discrimination on the basis of a handicap.

69) Describe steps that will be taken to ensure that all students (including those with sight or hearing impairments) are informed regularly of the housing opportunities made available by the institution.

The Dean of Students office will take care to keep the students informed.

70) Make certain that providers of off-campus housing that are assisted by the institution were covered in questions (42) and (43) in the section on "Treatment of Students".

71) All steps to be taken as a result of requirements related to housing should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

Discuss the procedure to be followed and the schedule for developing Summary Report Forms for all steps to be taken and actions required as a result of this section on "Housing."

A Summary Report Form has been adopted by the Committee (See Appendix F).

72) List and discuss briefly the various forms of financial assistance that the institution provides (or assists others to provide) to students at both the undergraduate and graduate levels.

| | GRANTS | LOANS | JOBS |
|---|---|---|---|
| U/G | College<br>SEOGP<br>BEOGP | College<br>NDSLP<br>GSLP | College<br>CWSP |
| G | College | NDSLP<br>GSLP | College |

73) For each form of financial aid listed in (72), discuss either: (A) how no discrimination based on handicap exists in the form of aid; or (B) steps that will be taken to ensure that no discrimination will exist in the future.

All aid is awarded based on need; need is determined from the analysis of the CSS's FAF. Nowhere on the FAF is the applicant requested to indicate whether he/she is handicapped.

74) Does the institution administer or assist in the administration of scholarships, fellowships or other forms of financial assistance established under wills, trusts, bequests, or similar legal instruments that require awards to be made on the basis of factors that discriminate or have the effect of discriminating on the basis of handicap?

YES _____ NO __X__

75) Discuss steps that will be taken to ensure that all policies, practices, application materials, forms, and other documents or information related to financial aid are free from discrimination based on handicap and include the institution's statement of commitment to section 504. Describe also assistance that may be provided to handicapped students applying for financial aid, as may be required in individual instances.

Since the Director of Financial Aid has no way of knowing whether a student is handicapped or not, financial aid applications are all treated equally. The Financial Aid office has always been willing to handle all requests for assistance from all students or parents. The statement concerning the College's nondiscriminatory policy will be printed in future materials dealing with financial aid.

76) Discuss all facilities (e.g., financial aid office) that are used in the process of providing financial aid to students, and any modifications in such facilities that may be required to ensure that handicapped students are not limited in their financial assistance opportunities. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

The Financial Aid Office is located adjacent to the Admission Office and on the same floor. Financial aid interviews for handicapped students will be scheduled in a facility currently accessible.

77) Discuss the methods by which financial assistance and employment assistance programs are communicated to students (and applicants), and steps that will be taken to ensure that all students (including those with sight or hearing impairments) have equal opportunities in the competition for financial and employment assistance. Consider communications related to application deadlines.

We provide a financial aid folder to all interested students and include it with all Award letters. All students seeking financial assistance are told of all possibilities for which they might qualify. Students with impaired vision or hearing will not be able to compete for jobs as life guards in the Brown Pool.

78) Describe the ways, if any, that the institution assists students in obtaining employment while in school, during summer vacations, and after graduation. Discuss steps that will be taken to ensure an absence of discrimination based on handicap in all such assistance, including additional methods that may be required to inform handicapped persons of such opportunities.

Middlebury College assists students seeking employment in the following ways:

1. While in school - the office of Career Counseling and Placement serves as a clearing house for part-time jobs in the local community (odd jobs, baby sitting, etc.), and, in addition, the Financial Aid office provides on-campus employment for students on financial aid.
2. During summer vacation - Summer jobs that are known to be available, as well as various summer internships, are publicized by C.C. & P. by postings on bulletin boards at Proctor and the C.C. & P. office; by periodic announcements sent directly to students at their campus box numbers; and through notebooks of such listings maintained at the C.C. & P. library. In addition, listing of numerous organizations at which summer jobs are normally available, and those currently offering internships are available for student perusal in the C.C. & P. library.

3. After graduation -

   a) C.C.&P. mimeographs weekly listings of job openings in its Job Opportunity Bulletin. These lists include positions about which C.C.&P. has received direct information plus information on listings obtained from 11 other institutions with which we share material on job opportunities. The J.O.B. is available to all on-campus students at the C.C.&P. office at no charge, and to our alumni by mail at a $6.00 per year subscription rate.
   b) The office maintains a regular schedule of on-campus recruiters from business, industry, government and educational institutions. Interviews are arranged on a first come, first served basis. These schedules are announced by direct mailing to each senior.
   c) The office maintains information on organizations that have invited our students and alumni to submit applications for positions. This material is available to on-campus students by visiting our office, and to those off-campus in response to written or telephone inquiries.

4. A Graduate Status File, containing cards on alumni who are active in a wide variety of occupations, is maintained. These individuals are willing to assist our students and alumni in the career/job search.

5. The C.C.&P. library serves as a good source of information on: institutions of advanced studey in the form of catalogues (including a microfiche catalogue collection); reference works on graduate and advanced study in some specific disciplines; reference works on the techniques of the career/job search; references on business, industrial, and governmental organizations; references on internships and various scholarships, fellowships, and other forms of financial aid; and a collection of loose-leaf notebooks containing brochures and similar materials covering the range from educational programs to company house organs and annual reports (these are catagorized according to discipline, occupation, and/or organization).

In all of the above cases, the C.C.&P. staff is available to assist and/or counsel our on-campus students and our alumni, either in person, through correspondence, or by telephone.

In past years no difficulty has been experienced in handling handicapped candidates for jobs, although we have had very few. For example, if a candidate cannot handle stairs, interviews and the like have been arranged on the first floor. In general, handicapped students have been handled in the same manner as all other students, except that special attention is given these candidates on an individual basis as the need arises. We are aware of no instance when a handicapped person did not receive communications issued by C.C.&P..

79) Describe the facilities that are used in the process through which the institution assists in making employment opportunities available to students. Discuss any steps that may be required to ensure that all students have equal access to such employment opportunities without regard to handicap. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

The physical facilities of the Career Counseling and Placement offices may be described as follows:

The major areas of the C.C.&P. office facilities are located on the first floor of Adirondack House. These consist of: the Receptionist's office just inside and to the right of the front door; the Director's and Assistant Director's (who serve as career counselors) offices to the left of the front door; the C.C.&P. library in two connecting rooms immediately next to and connecting with the receptionist's office, and a third room off the main entrance hall; a secretarial office and two file storage rooms immediately behind and connected to the library; two small rooms for mimeographing and photocopying equipment adjacent to the secretarial office with direct access to the front hall; and rest rooms with direct access to the library and the front hall. Our interview rooms are located on the second floor above the Director's and Assistant Director's offices. A rest room is available close by these rooms. A ramp will be constructed from the sidewalk to the porch of Adirondack House to make it possible for some handicapped persons to gain access to the offices. Once inside, however, all areas used by the candidates are on the same level except for the interview rooms noted above. Stairs must be used to reach these rooms, but it has been our policy to schedule interviews for those individuals who cannot climb stairs in one of our first floor offices.

80) Discuss the steps that must be taken to ensure that all principles of nondiscrimination in employment are applied to student employees as well.

See answer to question #73.

81) Make certain that "outside" organizations or person providing financial aid or employment opportunities to students with the assistance of the institution were analyzed in questions (42) and (43).

See answer to questions #42 and #43.

82) All steps to be taken as a result of requirements related to financial and employment assistance should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

A Summary Report Form has been adopted by the Committee (See Appendix F).

83) List and describe briefly any physical education, intercollegiate athletics, club athletic, or intramural athletics programs that are offered by the institution to its students.

A. Physical Education, Intercollegiate Athletics, Club Sports and Intramural Athletics (Appendix I)

B. Independent Program. (Division of Physical Education)

| | |
|---|---|
| Kayaking | Personal Conditioning |
| Mountain Climbing | Physiotherapy |
| Rope Climbing | Cycling - Touring |
| Saber Lessons | Physical Education Instruction |
| Weight Training | |

(See Appendix H)

84) Based on an analysis of the policies, procedures, and practices related to each, for each program listed in (83), discuss either: (A) how the program is free from discrimination based on handicap, with or without the option of separate or different programs; or (B) steps that will be taken to ensure equal opportunity in the future.

A. Whenever possible, we encourage handicapped students to participate in the regular course offerings. When special assistance is needed in order for a handicapped student to participate, the Department provides a "buddy system" for the student or the instructor will arrange a modified program.

If, through proper consultation, it is determined that the handicapped student should not participate, waivers will be granted to insure graduation.

85) Discuss any health examinations that are required of all students prior to participation in physical education or athletics. Describe steps that will be taken to make certain that such examinations measure health conditions related to the participation, and do not exclude handicapped persons based on unrelated criteria.

Every student involved in intercollegiate athletics is examined prior to participation in sports. Special attention is given to handicapped student-athlete at all levels in order that he or she may participate safely. Those with moderate handicaps are encouraged to engage in some type of sports activity.

86) Discuss steps that will be taken to communicate to students (including those with sight or hearing impairments) the availability of separate or different physical education or athletics programs for handicapped persons, if they wish to participate in such.

Initial communication must be made to the Department of Athletics by one or all of the following:

a. Admissions Office
b. Dean of Students
c. College Medical Director

Upon receiving information as to the nature of the handicap and the extent of limitation, we would provide direct guidance if requested.

Note: (Over the years most handicap students who want to participate either seek out the Department or register for our regular program.)

Every incoming freshman is required to attend a physical education meeting with the entire Athletic staff during Orientation Week. At this time, we discuss and coordinate with our College Medical Director the proper program suited to each individual handicapped student.

87) Describe safeguards that will ensure that a qualified handicapped athlete will not be discriminated against in his or her participation in physical education or athletics programs that are not separate or different.

The key word here is qualified. Working closely with our College Medical Director it would be determined to what extent a handicapped individual could participate. Based on this information, our staff would lend the necessary assistance to insure the utmost opportunity for this student to achieve success.

If need is determined, we are prepared to provide staff training in order to better serve the handicap.

88) Does the institution require as a prerequisite to attaining a degree that students complete some requirement regarding physical education or athletics?

YES X NO _____

If "yes", either: (A) demonstrate that the requirement is essential to the course of study in question; or (B) describe the steps that will be taken to make certain that the requirement is modified for individual handicapped students who are unable to complete the requirement.

A. The entire physical education program is based on life-time activities. It is the College's intent that all our students be exposed to some carry-over activities that will serve them in the future. B. Programs will be waived or modified based on the advise of the College Medical Director. It would seem appropriate whenever possible to allow qualified handicapped students to try modified programs before recommending a waiver.

89) Discuss the accessibility of athletic facilities for persons with mobility impairments, and steps that may be necessary to achieve accessibility and full participation for such individuals.

Memorial Field House

A. Ground Floor shower, toilet facilities, especially for women.
B. Ramps for entry.
C. Physical Education classrooms on ground floor or means to provide access to present classroom or 2nd floor.
D. Gymnastic/weight training equipment on ground floor or accessibility to present site on third floor.
E. Locker facilities - first floor for women or accessibility to present 2nd floor site.

Pool

A. Entrance accessibility
B. Ramp needed to shower and locker facilities from pool area.

Fletcher Field House

A. Adequate in terms of accessibility once Memorial Field House is accessible.

McCullough (Dance - Classes)

A. Ramp for accessibility to dance area.

90) List and briefly describe any programs of personal counseling, academic counseling, vocational counseling, guidance counseling, or placement services that the institution provides to its students.

Middlebury College Counseling Service provides individual counseling to the student body. Student problems cover a range of subjects from interpersonal relations, family, sexuality, decision making, personal growth, coping skills, and the relationship of these areas to their academic life. Counseling from the office of Counseling Services is provided by a full-time counseling psychologist and a part-time consulting psychiatrist.

91) For each program or service listed (90), and based on a review of the policies and practices that govern each program or service, discuss either: (A) how the program or service is free from discrimination based on handicap; or (B) steps that will be taken to ensure nondiscrimination in the future.

All counseling services are available to any Middlebury student. Students with any handicap that could preclude their visiting our office on the second floor of Carr Hall could be seen in any location more accessible to that person whether it be the first floor of the Infirmary, their dormitory room, or any other office that has appropriate access to it.

92) Describe briefly the facilities that are used in providing the programs or services listed in (90) above, and discuss steps that may be necessary to ensure full participation in such programs and services by handicapped persons. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

See answer to question #91

93) Discuss steps that will be taken to inform counseling, guidance and placement personnel (and all other persons in a position to counsel students) of the institution's commitment to section 504, of the specific prohibitions against discrimination contained in section 504, and of the prohibition against counseling handicapped students toward restrictive careers. List those classes of person (in addition to professionals in counseling, guidance, or placement) who will receive such information, including faculty members, residence hall supervisors, and so forth.

The Director of Counseling and consulting psychiatrist are knowledgeable of Section 504 and seek assistance from the Middlebury College liasion officer.

94) Discuss steps that will be taken to ensure that all students (including those with sight or hearing disabilities) are informed periodically of the institution's counseling, guidance, and placement programs.

Middlebury students are made aware of counseling services through a number of resources:

1. Middlebury College Handbook
2. Introduction of the Director of Counseling to the freshman class at freshman night
3. Residence hall advisors tell freshman about counseling services
4. Periodic articles in the college newspaper.

95) List those organizations, such as fraternities, sororities, and clubs, that receive significant assistance from the institution.

NONE - See Appendix B

96) For each organization listed in (95), discuss either: (A) how the organization does not discriminate in its membership practices against handicapped students; (B) steps that will be taken to ensure nondiscrimination in the future; or (C) steps that will be taken to withdraw the institution's assistance of the organization.

N/A

97) Discuss the procedure that will be used periodically to inform organizations that receive assistance from the institution of prohibitions against discrimination based on handicap in membership practices.

N/A

98) All steps to be taken as a result of requirements related to nonacademic services should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

Discuss the procedure to be followed and the schedule for developing Summary Report Forms for all steps to be taken and actions required as a result of this section on "Non-academic Services."

N/A

99) Is the institution covered by section 503 fo the Rehabilitation Act of 1973, as amended ? (Does it have one or more federal contract or subcontract of $2,500 or more?)

YES _____ NO X

100) Discuss the general process whereby the institution recruits, advertises, and processes forms and applications for employment.

For positions other than faculty, an application received in the Personnel Office is immediately referred for consideration if there is a vacancy, or is held for later consideration when a vacancy develops if there is no opening at the time. For an applicant with special qualifications, the application is referred to the supervisor for information and return, even though no current vacancy exists. Our recruitment advertising is regularly done in the Middlebury and Burlington papers, and some positions are advertised in Rutland or Boston or New York papers. We regularly send lists of job openings to the Vermont Job Service for them to put on the "Job Bank" for circulation throughout the state.

101) List those aspects of the process described in (100) that discriminate (or have the potential to discriminate) based on handicap, including the selection and accessibility of recruitment sites and advertising or other communications to applicants that may not reach all handicapped persons. Discuss, for each, steps that will be taken to ensure equal employment opportunity for handicapped persons.

Some of our buildings cannot accomodate people with particular handicaps. Handicapped employees are referred for consideration on any job which they would be qualified and physically able to fill and many handicapped employees have been hired.

102) List all tests or selection criteria used for employment decisions. For each, not the skill, achievement level, or other factor that the test or criterion purports to measure.

The only test which is used is a typing test for applicants being considered for office employment where the position requires typing.

103) For each test or criterion listed in (102), describe steps that will be taken to ensure that it measure solely what it purports to measure and that impaired sensory, manual, or speaking skills (unless those skills are the ones it purports to measure) are not being measured as well.

The test has been fully validated, and instructions are given on a standard basis by cassette tape recording.

104) Does the institution make avaliable to employees and applicants for employment tests that are designed for persons with impaired sensory, manual, or speaking skills.

YES _____ NO __X__

The typing test could be taken by a person who had a handicap which did not preclude typing.

If "no" describe steps that will be taken to make certain that such tests are made available by the institution (or will be made available as required) and that applicants are notified regarding the availability of alternate testing.

See the answer to question #102.

Describe steps that may be necessary to ensure that employees involved in the selection process are trained properly in the administration of tests designed for persons with impaired sensory, manual, and speaking skills.

105) List from (102) those tests or criteria that screen out (or tend to screen out) handicapped applicants or employees.

N/A

106) For each test or criteria listed in (105), state whether the Director of OCR has identified any alternate tests or criteria that do not screen out as many handicapped persons. Where alternate tests or criteria have been identified by the Director of OCR, describe the steps that will be taken to employ these alternates in place of those tests or criteria currently used.

N/A

107) For each test or criteria listed in (105) for which the Director of OCR has not identified any alternates, either: (A) provide background related to its validation as job-related ; or (B) indicate steps that will be taken to modify the test or criterion or discontinue its use for classes of handicapped persons who are screened out.

N/A

108) Discuss steps that will be taken to ensure that no preemployment physical examinations are conducted for applicants who have not received conditional offers of employment.

A pre-employment physical examination is not a part of our normal hiring procedure and an examination would be conducted only where necessary to make certain that the handicap of an applicant would not involve serious risk in the particular position for which the applicant is being considered. The College is in the process of revising procedures for a pre-employment physical for T.B. for food service personnel.

109) Will the institution be conducting for all applicants pre-employment physical examinations after conditional offers of employment are extended to applicants?

YES _____ NO __X__

110) Is the institution:

taking remedial action at the request of the Director of OCR ? YES ___ NO __X__

taking voluntary action to overcome effects of conditions that resulted in limited participation in programs ? YES ___ NO __X__

taking affirmative action under section 503 ? YES ___ NO __X__

If answers to <u>all</u> of the three questions above are "no" describe steps that will be taken to ensure that no applicants for employment are asked questions (during interviews, on application forms and so forth) regarding the nature or severity of their handicaps.

The institution does not make any preemployment inquiries which would discriminate against an individual because of a handicap. Therefore, no voluntary action is being undertaken. The Personnel Director reviews applications for employment and any revisions thereto. The Personnel Director is thoroughly familiar with the provisions of Section 504 as they relate to employment practices in paragraphs 84.11, 84.12, 84.13, and 84.14.

111) Discuss, in general, the accessibility of the institution's facilities that are used by employees and applicants (including the personnel office). Describe, in general terms (with specific steps included in the Transition Plan), modifications that are likely to be required in order to ensure equal employment opportunity through reasonable accommodation.

Many of the buildings have access by stairway without either ramp or elevator alternative. This is the case with the Personnel Office. As building modifications are made, accomodations for the handicapped will be included in those modifications. Either by moving the Personnel Office or making arrangements for access to the Personnel Office. In the interim interviews will be conducted in a currently accessible space.

112) Describe briefly the institution's method of job classification and description. Discuss any factors in this method, or any policies or procedures related to the method, that discriminate on the basis of handicap, have a discriminatory effect, or otherwise classify, segregate, or limit persons based on handicap. For each, discuss steps that will be taken to modify the method (or related policies or procedures) to ensure an absence of discrimination in the future. Consider organizational structure changes, career lines of progression, and seniority rights.

Although the College does not have a formal wage and salary plan, wages and salaries are considered both within an organizational unit and across departmental lines in order to relate salaries throughout the College.

113) Will the institution be analyzing all job descriptions at once to determine essential and nonessential functions for each, or will essential and nonessential functions be determined prior to posting or advertising a position ?

____ (A) All positions to be analyzed at once
__X__ (B) Positions to be analyzed as posted or advertised

If "B" describe steps to be taken to ensure that essential and non-essential functions will be well-defined before jobs are posted or advertised.

The request form used to fill a vacancy states the duties of the job. The Personnel Office lists only those functions which are essential to the particular job.

114) Describe briefly the institution's system of wage and salary administration. Discuss any factors in this system, or any policies or procedures related to this system, that discriminate (or have the effect of discriminating) on the basis of handicap. For each, describe steps that will be taken to ensure an absence of discrimination in the future. Consider actions related to rates of pay or compensation, or changes in rates of pay or compensation.

See answer to question #112 above.

115) Based on a review of all pertinent policies, and practices related to employment, discuss any discrimination (or potential for discrimination) that may exist in personnel actions such as hiring, upgrading, promotion, the award of tenure, demotion, transfer, lay-off, termination, the right of return from lay-off, and rehiring.

A review of the practices employed by the Personnel Office indicates that discrimination does not exist in any personnel actions. Discrimination will continue to be prevented in the future through a review of the rules and regulations to Section 504.

116) List any contractual relationships that the institution has with regard to its employees, including those with employment or referral agencies, labor unions, providers or administrators of fringe benefits, or training and apprenticeship programs.

N/A

117) Based on a review of the specific terms of collective bargaining agreements listed in (116), and/or the institution's experience in dealing with the unions involved, list the terms or practices that result in discrimination on the basis of handicap (or could result in discrimination based on handicap). For each, discuss steps that will be taken to renegotiate contractual terms or eliminate discriminatory practices to ensure nondiscrimination in the future.

N/A

118) Based on a review of the specific terms of fringe benefit plans listed in (116), including medical, hospital, accident and life insurance and retirement policies or plans, whether they are administered by the institution or by an outside carrier, list terms that discriminate on the basis of handicap. For each, discuss steps that will be taken to modify terms to ensure nondiscrimination in the future.

NONE

119) List the terms of any other contractual relationships listed in (116) (in addition to those in collective bargaining and fringe benefit contracts) that are discriminatory (or have the potential to be discriminatory). Discuss, for each, steps that will be taken to modify such terms to ensure an absence of discrimination in the future.

NONE

120) Discuss briefly the social, recreational and other similar opportunities that the institution makes available to its employees. Discuss, for each, steps that will be taken to modify such terms to ensure that such opportunities are not limited for handicapped employees. (Include transportation services, if they are provided to employees.)

NONE

121) List all programs of leave granted by the institution, including leaves of absence, vacation, sick leave, sabbatical leave, and any others. Based on a review of policies and procedures governing the leave programs, discuss, for each, modifications that may be required to ensure nondiscrimination.

All programs are available without discrimination.

122) Describe all programs of apprenticeship, internship, and staff or professional development that the institution offers to its employees. Based on a review of policies and procedures governing such programs, and procedures used for selecting and providing support to employees for such programs, describe steps that will be necessary to ensure future nondiscrimination for handicapped employees.

The apprenticeship program used in the trades area is a government-approved program administered by the State of Vermont.

123) Based on a review of all policies, procedures, and practices of staff and faculty committees, councils, or senates, discuss any factors in the voting or selection processes, and the activities of such groups (including the accessibility of their meeting sites), that discriminate on the basis of handicap. Describe steps that will be taken to ensure equal opportunities for handicapped staff and faculty members.

Meetings will be held in locations which accommodate the needs of handicapped individuals.

124) List any parking or housing facilities that the institution makes available to its employees (or applicants for employment). For each facility, indicate whether or not accessibility has been achieved for handicapped persons and, if not, what steps will be taken to ensure an equal opportunity for handicapped persons to use such facilities. Include in this analysis any policies or procedures related to such facilities that discriminate (or have the potential to discriminate) against handicapped persons.

The College maintains a guest house, The Deanery, for use by those applicants for positions who come from out of town. While The Deanery is not barrier free, individuals with certain handicaps (deafness, blindness) will be accommodated at The Deanery. For those in wheelchairs, the College pays for overnight accommodations at The Middlebury Inn. Faculty members and administrative officers are eligible for College housing. The 504 Committee has recommended that one unit (house or apartment depending on the circumstances) be made available to a handicapped employee eligible for housing.

125) Institutions must develop some standards for determining whether an accommodation to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee is "reasonable" or imposes an "undue hardship". Using the criteria set forth in paragraph 84.12 (c) describe the general standards that will be used for making these determinations. Also, based on these standards, give some examples of accommodations that would be reasonable and accommodations that would impose an undue hardship.

It has not been necessary to make any adjustment in employment or admissions procedures for handicapped persons. Students have not been denied admission because of a handicap. In fact, the

College has several deaf students, has had, in the recent past, several blind students, and admitted, for the class of 1982 a student confined to a wheelchair. A handicapped student will enroll in the Russian School in the summer of 1978 and a wheelchair student will enroll in the French School for the same period. Applicants for employment have likewise not been discriminated against. The College employes a blind administrator and several deaf mutes. In accordance with suggested guideline, the College would seek the advice of handicapped persons, and legal counsel in determining whether any future accommodations would present an "undue hardship" on the College.

126) Describe the general process whereby accommodations will be made for applicants who require them. Will there be a person to contact for all employees interviewing someone (or in the process of hiring someone) who may require an accommodation ? Discuss this and similar organizational factors related to the process whereby accommodations will be made.

The Personnel Director is responsible for interviewing all non-academic personnel for positions within the College. The appropriate academic dean and the Academic Vice-President interview all candidates who are invited to the campus for possible employment in specific academic departments. Should special accommodations be necessary for a specific candidate for employment, the individual responsible for implementation of the Transition Plan will be consulted concerning the scope and magnitude of the special accommodations needed.

127) Describe the steps that will be taken to ensure adequate documentation of any decisions regarding refusal to hire or promote due to undue hardship. Discuss also organizational factors, such as those in (126) above, regarding authority to make decisions based on undue harship. For example, will decisions regarding undue hardship be made centrally ? If so, is there a person to contact ?

Records of all interviews with applicants for faculty positions are maintained by the appropriate dean, and department chairman. The reasons for non-employment of a particular candidate are will noted in the appropriate fields. The College does not refuse employment to an applicant because of a handicap. The authority to make decisions regarding undue hardships rests with the central administration after consultation with the 504 Committee.

128) Have grievance procedures been established that will allow employees to file complaints with the institution on matters related to section 504 ? (It should be noted that grievance procedures need not apply to the complaints of applicants for employment.)

YES _____ NO X

If "no" describe steps that will be taken to establish such procedures,

and to communicate them periodically to all employees (including those with sight or hearing impairments).

A proposed grievance procedure is under review. When completed, the procedure will become college policy, the availability of which will be made known on a continual basis by posting a notice in the Office of the Personnel Director.

129) List steps that will be taken to notify all employees (including those with sight or hearing impairments) on a periodic basis of the institution's obligations under section 504, and of specific prohibitions or requirements, such as:

(A) There may be no discrimination on the basis of handicap in any employment decision or action, policy, procedure or practice;

(B) Prior to posting or advertising any job, essential and non-essential functions of the job should be defined;

(C) Alternate tests are available for applicants or employees with impaired sensory, manual, and speaking skills, and should be used whenever employee testing is affected by such impaired skills. (Include information regarding the procedure for obtaining the alternate tests, and training for use of the tests.)

(D) There may be no preemployment medical examinations required. (Include also a statement regarding whether "all" or "no" applicants must receive a preemployment physical examination between the period when a conditional offer is extended and the entrance on duty. This statement will depend on the institution's policy.)

(E) There must be no discrimination based on handicap in recruitment, advertising, or processing forms for employment. (Include steps, if any, that the institution will be taking to ensure non-discrimination, such as assisting applicants in submitting forms, advertising for blind persons through national organizations for the blind, and so forth.)

(F) Tests and criteria that screen out handicapped persons must not be used. (Include information regarding who should be informed of such tests, so that alternates may be explored.)

(G) Either: (i) Preemployment questions regarding the nature or severity of handicaps may not be asked - if not taking voluntary, remedial, or affirmative action; or (ii) Preemployment questions regarding the nature or severity of handicaps may (or must) be asked because the institution is taking voluntary, remedial, or affirmative action.

(H) Preemployment questions regarding one's ability to perform essential functions of a job effectively and safely may be asked.

(I) Reasonable accommodations will have to be made to the known physical and mental limitations of otherwise qualified handicapped persons. (Include information regarding the procedure for

making decisions regarding accommodations.)

(J) There may be no discrimination based on handicap regardless of the provisions in contractual agreements with unions, employment or referral agencies, providers of fringe benefits, providers of training or apprenticeship programs, and similar organizations.

(K) Recreational and social opportunities for employees must be provided equally to handicapped employees. (Include information regarding possible transportation requirements.)

(L) Handicapped persons must have an equal opportunity to use parking and housing facilities provided to employees.

(M) There may be no discrimination based on handicap in any leave programs, including sick leave, vacation, leaves of absence, and so forth.

(N) There may be no discrimination based on handicap in opportunities for apprenticeships, internships, and staff or professional development, including travel to meetings and conferences.

(O) Handicapped applicants and employees must not be counseled toward more restrictive careers than nonhandicapped persons.

Handicapped employees will be advised on a yearly basis by the Personnel Director of the College's obligations under section 504. A copy of the notice to each employee will be placed in the individual's personnel file. Since all faculty members receive the Middlebury College News Letter and Handbook the statement concerning the College's obligation and the name of the responsible individual serves as notice to all academic and administrative personnel.

130) All steps to be taken as a result of requirements related to employment should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

Discuss the procedure to be followed and the schedule for developing Summary Report Forms for all steps to be taken as a result of this chapter on "Employment."

Summary Report Forms have been adopted by the Committee. (See Appendix F).

# APPENDIX A

A survey of facilities on the Middlebury College campus and the Bread Loaf campus was undertaken by the Committee to determine the current status and the need for each facility to be accessible to the handicapped. The Committee's findings follow:

| | currently accessible | need for accessibility | priority assigned |
|---|---|---|---|
| **ATHLETIC FACILITIES** | | | |
| Brown Pool | no | yes | I B |
| Fletcher Field House | no (note 1) | yes | I B |
| Memorial Field House | no | yes | I B |
| **CLASSROOMS/OFFICES** | | | |
| Chateau | no | yes | I C |
| Dana | no (note 2) | yes | I B |
| Forest - Alumni/Development | no | yes (note 3) | II |
| Johnson | no | yes | I B |
| McCullough | no | yes | I C |
| Old Chapel | yes (note 4) | yes (note 4) | - |
| Munroe | no | no | - |
| Science Center | no (note 5) | yes | I C |
| SDUs - offices | no | no | - |
| Starr Library | no (note 6) | yes | - |
| Sunderland | no | yes | I B |
| Voter - Lower | no | yes | I C |
| Warner - Main Floor | no | yes | I C |
| Warner - Lower | yes | yes | - |
| Wright Theatre | no | yes | I C |
| **DORMITORIES** | | | |
| Allen | no | no | III |
| Atwater/Davis | no | no | - |
| Battells | | | |
| North | no | no | III |
| Center | no | yes | I B |
| South | no | no | III |
| Chateau | no | yes (note 7) | II |
| Forest East | no | yes (note 8) | II |
| Forest West | no | no | III |
| Gifford | no | no | III |
| Hadley | no | no | III |
| Henckels | no | no | - |
| Hillcrest | no | no | - |
| Homestead | no | no | - |
| Jewett House | no | no | - |

| | currently accessible | need for accessibility | priority assigned |
|---|---|---|---|
| DORMITORIES (continued) | | | |
| Kelly/Lang | no | no | - |
| Longwell | no | no | - |
| Milliken | no | no | III |
| Painter | no | no | III |
| Perkins House | no | no | - |
| Pearsons | no | no | III |
| Porter Field Road | no | no | - |
| Starr | no | no | III |
| Stewart | no | no | III |
| Voter | no | no | III |
| Weybridge House | no | no | - |
| SERVICES | | | |
| Adirondack | no | yes | I C |
| Alumni House/Conference Center | (note 9) | yes | |
| Carr Hall - Lower | no | yes | I C |
| Carr Hall - Parton Infirmary | no | yes | I C |
| Emma Willard | no | no | II |
| Forest Hall - Lower | no | yes | I C |
| Heating Plant | yes | yes | - |
| Mead Memorial Chapel | no | yes | I B |
| Proctor | no | yes | I B |
| Proctor - Lower | no | yes | I B |
| SDUs - Food Service | no | no | III |
| Ross Lounge | yes | yes | - |
| Service Building | no | yes | I C |
| BREAD LOAF CAMPUS | | | |
| DORMITORIES/LIVING FACILITIES | | | |
| Annex | no | no | III |
| Birch | no | no | III |
| Bridgeman | no | no | III |
| Burdick | no | no | III |
| Cherry | no | no | III |
| Cornwall | no | no | III |
| Dragon's Den | no | no | III |
| Earthworm Manor | no | no | III |
| Frost Farm House | no | no | III |
| Fritz | no | yes (note 10) | II |
| Frothingham | no | no | III |
| Gilmore | no | no | III |
| Larch | no | yes | I C |

| | currently accessible | need for accessibility | priority assigned |
|---|---|---|---|
| BREAD LOAF DORMITORIES (continued) | | | |
| Maple | no | no | III |
| Maris | no | no | III |
| Tamarack | no | no | III |
| Treman | no | no | III |
| OTHER BREAD LOAF FACILITIES | | | |
| Barn | no | yes | I C |
| Caretaker's House | no | no | III |
| Fire House (laundry) | yes | yes | - |
| HOrse Barn | no | no | III |
| Inn - First Floor only | no | yes | I C |
| Library | no | yes | I C |
| Milk House | no | yes (note 11) | I C |
| Myhre's Camp | no | no | III |
| Printer's Cabin | no | no | III |
| Tea House | no | no | III |
| Theatre | yes | yes | - |
| Wood Shed | yes | | - |

NOTE 1 - Fletcher Field House will be accessible through Memorial Field House as soon as that facility is made accessible.

NOTE 2 - Dana Auditorium will be accessible through Sunderland when that facility is made accessible.

NOTE 3 - Forest Hall. The Alumni/Development offices will be accessible as a Priority II item in Forest East is needed for dormitory space.

NOTE 4 - Old Chapel. The Committee reviewed the functions of offices within the building and concluded that the classroom on the first floor and the offices of the Comptroller, Student Loan Officer and Director of Graduate Records are currently accessible. Other administrators will be asked to conduct business with handicapped individuals in other accessible locations on campus.

NOTE 5 - Science Center. Provisions will be made for a handicapped person to use the elevator which is key operated.

NOTE 6 - Starr Library. The new addition to the Library will make the facility accessible to the handicapped.

NOTES (continued)

NOTE 7 - Chateau. Dormitory space, if needed, will be converted by using the House Director's suite. Priority II.

NOTE 8 - Forest East has been put in Category II.

NOTE 9 - Alumni House/Conference Center. The new facility will be accessible to the handicapped.

NOTE 10- Fritz (Bread Loaf). The Committee feels that Fritz would be the facility to remodel were it necessary for use by a handicapped member of the faculty.

NOTE 11- The Committee understands that plans have been drawn for the remodeling of the Milk House for scoring or cross country ski meets. Accessibility for the handicapped should be made part of the renovation.

# APPENDIX B

When presenting the preliminary report of the Coffrin Committee at the May faculty meeting, John Spencer stated the problem well for the Section 504 Committee when he raised the question, "What is the relationship between the College and the fraternities?"

After some discussion, the 504 Committee made several decision.

First, since a student may join a fraternity without living or eating in the fraternity house, it was felt that by making certain dormitories and eating facilities available to handicapped students we had complied with the spirit of the law. It is not necessary to make every fraternity house accessible for eating and sleeping any more than it is required that we make every dormitory and dining room available.

Also, it was felt that the membership practices of the fraternities should be reviewed to make sure that they do not discriminate against handicapped students.

These two areas, and other areas of discussion, are clouded, however, by unclear definitions in the legislation of such terms as "significant assistance" and "membership practices." An additional element of the confusion results from the incomplete status of the Coffrin Committee Report.

Using the criteria as set forth in the NACUBO support documents, it is felt that, at this time, our support to the fraternities is not "significant" (assistance without which the organization could not continue to exist). Our major problem comes with the comprehensive fee philosophy, which places us in the position of providing funds to the fraternities. Since those funds, however, are a rebate for services otherwise offered by the College, it is not considered by the Committee to be additional support to maintain their existence. We do not provide either personnel support or facilities specifically to maintain the fraternities.

If the current plans of the Coffrin Committee are implemented, it is felt that the new assistance would certainly become "significant" and our decisions would have to be reviewed in the light of a new relationship.

# APPENDIX C

## RESPONSIBILITIES OF THE TOWN OF MIDDLEBURY

The Committee reviewed the necessity for curb cuts and parking signs in various locations. In view of the fact that some streets and sidewalks on/near the campus are maintained by the Town of Middlebury, the following curb cuts and parking signs appear to be the responsibility of the Town:

I. Curb Cuts

- A. Storrs Avenue leading to sidewalk for access to Science Center
- B. College Street
  1. North and south side of street from Voter/Munroe walk to Battell/Carr Hall walk
  2. South side of street leading from Warner
  3. South side of street to sidewalk (west side of Hepburn Hall) leading to Proctor
- C. Hillcrest Road - walkway leading to lower Proctor entrance

II. Handicapped Parking signs

- A. Storrs Avenue

# APPENDIX D

The following is a complication of curb cuts and parking signs which are the responsibility of Middlebury College:

I. Curb Cuts

- A. Chateau Road - between Johnson and Wright
- B. Hepburn Road
  1. To north entrance of Proctor
  2. To west entrance to Mead Chapel
- C. Old Chapel Road
  1. From McCullough
  2. To Old Chapel from McCullough
  3. To Old Chapel from Voter
  4. To Starr Library - under construction
- D. Chateau Road
  1. To north entrance to Chateau
  2. At corner of College Street

II. Handicapped Parking signs

- A. Battell Circle - near North Battell (serving dormitory, Johnson and Wright)
- B. Service Building
- C. Hepburn Road - for access to Mead Chapel
- D. Old Chapel Road - two for access to Starr Library - under construction
- E. Alumni/Conference Center - under construction
- F. Pearsons lot for access to Placement
- G. Old Chapel Road - for Dana/Sunderland

# APPENDIX E

We have chosen not to address directly the issue of the Learning Disabled student and the law in this report. Learning disabled individuals are covered under Section 504 of the Rehabilitation Act of 1973 and their presence within this legislation could have significant impact on the College, especially in the areas of admissions and academic programming.

Though many of us are vaguely familiar with the term "dyslexia," there is little understanding of learning disabilities generally and too few professional educators and institutions studying learning disabilities. "Dyslexia" is often perceived as a scientific or medical term with precise meaning; reduced to its roots, the term simply means "has problems with words." A learning disability (a preferred, more inclusive term than dyslexia) is a breakdown in the processing of information. Its sources and manifestations are myriad. A learning disability is perceived in students whose performance and achievement is inferior to intellectual potential (a discrepancy which cannot be explained by emotional difficulties, cultural deprivation, or sensory loss).

A recent estimate indicated that perhaps 10% of all college students suffer from some kind of learning disability. Certainly, we have students at Middlebury at present with learning disabilities. A sophomore woman at Middlebury is aware of her disability, having spent much time in high school and during summers in special schools to learn to compensate. An English major, she has not needed significant adjustments on programming and demands (though she works at a pace quite different from that of her classmates).

The Admissions process would appear especially affected by learning disabilities. The Admissions Office will be faced with two essential tasks: a) identifying the learning disabled high school student from his admissions materials, and b) verifying the existence of a learning disability in an applicant and determining his potential. Given the relative sophistication of our clientele, this second task would appear to be the more significant.

Let us provide a brief illustration of the issue as the Admissions Office may encounter it. Middlebury receives an application from a high school student which exhibits a verbal score of 30 and average grades or lower in his public high school. His references, however, are very positive, citing conscientious effort and diligent habits; additionally, he sends along, voluntarily, a standard IQ test score which shows his intelligence to be above average. How would such a candidate compare to his competition? Would we admit him? If we did not, we would perhaps be open to charges of discrimination. Such a pattern in admissions criteria would almost certainly indicate a learning disability in the candidate. On what basis could we deny him admission without making a determination on the basis of

his handicap? We cannot say that we lack the programs or staff to handle adequately this student: under the law, we must provide aids and adjustments. Clearly, the learning disabled student in the Admissions process is an issue which must be considered thoughtfully and discussed thoroughly. It seems reasonable to suggest that traditional admissions requirements and expectations must be modified in the case of the learning disabled student.

What happens to the learning disabled student at Middlebury? No "cure" exists for a learning disability. Individuals can learn to cope with their disability, compensate for the resultant problems, and learn to produce at a high level of achievement. Adjustments in academic programs and requirements are frequently necessary for the learning disabled student to succeed in school. At Middlebury, we should become more alert and sympathetic to learning disabled students and their problems and be prepared to consider alternate approaches to completing assignments and demonstrating knowledge of materials. A student who has learned to compensate for his disability often reads or writes at a pace which reflects the effort of this compensation. Must he be required to take exams with a strictly enforced time period? Must he take a full complement of courses?

In programming, as in admissions, a central problem will be identification and verification of the learning disability. It will be difficult to recommend to faculty members significant (and perhaps time-consuming) changes in the ways they assess knowledge of course materials without some kind of professional documentation and evaluation. To this end, we have visited Pine Ridge School in Williston, Vermont (a school which works exclusively with learning disabled high school students) and are investigating diagnostic services available at the University of Vermont. Under the law, we may be required to provide remedial help on our own campus. Our hope is that Pine Ridge or UVM might benefit us in a consulting relationship, offering us in individual cases appropriate guidelines for adjustments in required approaches and exercises for remediation. We would then appeal to the faculty to make appropriate adjustments and apply peer volunteers to aid in the tutoring.

We have learning disabled students at Middlebury now - and will have more (perhaps with grosser handicaps) in the future. They do not require barrier-free environments nor can they be identified in conversation. They are handicapped, nonetheless. Compliance with the law with regard to learning disabled students is an immediate concern. We should be aware of this issue and prepared to accomodate the learning disabled student.

# INSTITUTIONAL SELF-EVALUATION SUMMARY REPORT FORM

_____ (form #)

_____ (date)

## I. PRELIMINARY INFORMATION

Noncompliance identified:

Action to be taken:

Person responsible for completion (include telephone number):

Procedures to be followed:

Data or information required:

Schedule for completion (include individual steps):

Projected impact on the institution:

Relationship to "outside" organizations or persons--

Policy changes--

Staffing considerations--

Space or facility needs--

Equipment, supply, or vehicle needs--

Cost factors--

Other considerations: _____

## II. INTERIM COMMENTS ON PROGRESS TOWARD COMPLETION

(over)

# APPENDIX G

## MINUTES OF THE

## SECTION 504 COMMITTEE

## FEBRUARY 27 through MAY 8, 1978

Minutes of the Section 504 Committee

The Section 504 Committee met in the Old Chapel Room on Monday, February 27, 1978 at 4:00 p.m. In attendance were: T.R. Miner, Jr., Chairman; Lisa Hockmeyer '78; Messrs. Eaton, Lindholm and Nief.

The following documents were distributed to the Committee:

1) Federal Register of May 4, 1977

2) NACUBO guide to self evaluation

3) APPA Technical Bulletin: Parts I and II

The time schedule for the work of the Committee was described as follows:

May 5, 1978 - report due to President Robison

June 2, 1978- completion of self evaluation as per Federal regulations

June 2, 1980- deadline for structural chantes to be made in existing facilities where necessary to achieve program accessibility

The Committee decided to invite Mr. Ross (as a representative of Mr. Rikert) to meet with the Committee on Monday, March 6, 1978 to go over the plans for the library addition and the new alumni/ conference center. Mr. Miner will invite Mr. Ross through Mr. Rikert.

Mr. Eaton will begin a building-by-building survey of the campus and go over the survey with the Committee. It was the feeling of the Committee that each building would be reviewed by the Committee and a determination made concerning the accessibility of the building in its current state. The Committee would then determine if, because of the function of the building, it would have to be accessible. If so, the changes necessary would be discussed. Initial work on the survey will be discussed on Monday, March 6.

At a future meeting, Dean Lindholm will discuss with the Committee the requirements for compliance with the regulations dealing with learning disabilities.

In response to a comment by Lisa Hockmeyer, the Committee felt it extremely important to involve the faculty in discussions and to create an awareness among the faculty at large to issues under discussion. Mr. Miner will follow up with the President's Office concerning the appointment of a faculty member to the Committee.

The next meeting of the Section 504 Committee will be at 4:00 p.m. on Monday, March 6, 1978 in the Old Chapel Room

T. Richardson Miner, Jr., Chairman
Secretary of the College

Minutes of the Section 504 Committee

The Section 504 Committee met in the Old Chapel Room on Monday, March 6, 1978 at 4:00 P.M. In attendance were: T.R. Miner, Jr., Chairman; Lisa Hockmeyer '78; Dean Wonnacott (representing Dean Lindholm); Messrs. Eaton and Nief.

As previously discussed, the Committee had invited Mr. Ross to review the plans for the new library addition, the Alumni/Conference Center and the renovations to the Science Center Library. Mr. Ross described the provisions which are being made in each of the three projects for the handicapped. He stated that the architect, Daniel Tulley, is fully aware of the requirements of Section 504 and will be working within the guidelines established by those rules and regulations.

The Committee began a review of each of the buildings on the campus as well as at Bread Loaf. Mr. Eaton presented a check list which he had developed whereby the Committee would judge whether a building is now accessible, had adequate parking for the handicapped and whether the building needed to be accessible given the use of the facility by students and employees.

The Committee will meet on Monday, March 13, 1978 in the Old Chapel Room at 4:00 P.M. to continue work on the matter of facility accessibility.

TRM/chc

T. Richardson Miner, Jr.

# MINUTES OF THE SECTION 504 COMMITTEE

The Section 504 committee met in the Old Chapel Room on Monday, March 20, 1978 at 4:00 P.M. In attendence were: M. E. Eaton, Chairman Pro Tempore, Ron Nief, Lisa Hockmeyer '78, and Dean Karl Lindholm. (This meeting was originally scheduled for March 13.)

The committee continued it's review of individual buildings using the check list developed by Mr. Eaton, determing what modifications are required to bring selected buildings into conformance with regard to barriers to the handicapped.

The process of determing requirements is very slow work and it was agreed that one hour sessions are inadequate to complete this part of the assignment. Therefore, the next session will be a half day work shop.

We discussed the walk grades from the lower campus to Stewart, Hepburn, and Mead Chapel.

Dean Lindolm informed the committee that in addition to the wheel chair student (female) in the French Summer School, there will be a blind student in the Russian Summer School.

He also advised us that a female wheel chair student has been accepted for entrance in the fall term. It was the consensus that we should invite her, if she accepts admission to Middlebury, to consult and assist in our Section 504 effort.

The next meeting will begin at 12 noon Monday, March 27 in the Old Chapel Room. Lunch will be served.

Maxwell E. Eaton, Sr.
for T. R. Miner, Jr.

The Section 504 Committee met in the Old Chapel Room on Monday, March 27, 1978 at 12:00 noon. In attendance were T.R. Miner, Jr., Chairman; M.E. Eaton, Ron Nief, Dean Lindholm and Lisa Hockmeyer '78.

The Chairman advised the Committee that he has again asked for a representative from the faculty to serve on the Committee and is hopeful that one will be appointed in the near future.

The Committee continued work on the questions of accessibility of various buildings on campus and at Bread Loaf.

At the next meeting of the Committee, Mrs. MacFadden, Mrs. Flickinger and Miss Vaglio will assist the Committee in deciding about the accessibility of various buildings and programs.* It was felt that Mr. Roger Cole should meet with the Committee at some point in the future to discuss our employment practices as they relate to the handicapped.

In early April, the Committee will tour various campus facilities to determine exactly what needs to be done to make specific buildings accessible.

Dean Lindholm will discuss, in mid April, the problems associated with learning disabilities.

The next meeting of the Committee will be on Monday, April 3, 1978 in the seminar room on the first floor of Old Chapel.

T. Richardson Miner, Jr.

*Gloria Vaglio will meet with the Chairman prior to the next meeting since she will be out of town on April 3.

Minutes of the Section 504 Committee April 3, 1978
1:30 p.m.

The Section 504 Committee met in the Seminar Room on the first floor of Old Chapel, with the following persons in attendance: T.R. Miner, Jr., Chairman; Mr. Nief and Dean Lindholm.

The Committee had invited Mrs. Flickinger and Mrs. MacFadden to join in a discussion of various facilities on campus--Mrs. Flickinger for student activities and Mrs. MacFadden to discuss classroom spaces. Prior to the meeting the chairman had met with Miss Vaglio to discuss matters concerning the summer school and the kinds of facilities that need to be made accessible for the blind student (Russian) and the wheel chair student (French) for the coming summer.

It was the consensus of the group that the following facilities will be necessary for the summer session: Dana, Sunderland, Wright, Johnson, South Battell, Proctor, library, bookstore. A possible alternative to access to the mail room would be the location of mail boxes for the handicapped at the Proctor Information Desk.

Mrs. Flickinger feels that access to McCullough and Ross Lounge (in addition to those mentioned above) would be necessary.

Mrs. MacFadden stressed the need for access to Warner since the geography lab and animal facilities are located in that building. Several large classrooms (with blackboards and facilities for 40 students) would be necessary.

Discussion centered around the use of the Chateau and the desirability of that facility for classrooms, dormitory and eating facilities.

The Committee will meet on Monday, April 10, 1978 at 1:30 p.m. in Mr. Miner's office. The purpose of the meeting will be to devote two hours to a tour of the facilities most urgently needed for the coming summer.

T. Richardson Miner,

Minutes of the Section 504 Committee — April 10, 1978
1:30 p.m.

The Section 504 Committee met on Monday, April 10, 1978 for a tour of the facilities judged necessary for barrier free status. The following people attended: Mr. Miner, Chairman; Dean Lindholm, Mr. Max Eaton.

The Chairman reported on a meeting he had with the 504 Chairman at Dartmouth. Dean Lindholm mentioned that he will be going to Pine Ridge School in Williston on April 11 to discuss learning disabilities.

The Committee visited Sunderland, Dana, Battell Center, Adirondack, Proctor, the Chapel and McCullough. A detailed account of the work to be accomplished will be drawn up.

The Committee decided that Battell center would be the dormitory for a physically handicapped student with entrance through the west door which is on grade. One room would be converted for use by a handicapped student (immediate need is for French School student during the summer of 1978). Male and female bathrooms appear to be the major items needing attention. A separate sheet will be prepared for each facility giving the details of work to be done.

Messrs. Eaton and Miner will continue the survey of facilities at 1:30 o,n, on Wednesday, April 12, 1978.

T. Richardson Miner, Jr.
Secretary of the College

Minutes of the Section 504 Committee April 12, 1978
1:30 p.m.

A subcommittee of the 504 Committee (Messrs. Miner and Eaton) continued the tour of the on-campus facilities to determine what will be required to bring the College into compliance. The following buildings were visited: Science Center, Warner, Johnson, Wright Theatre, Chateau, Ross Lounge, Forest and the Infirmary.

A detailed report incorporating the findings with those made on April 10 will be circulated when compiled.

As an independent action, the Chairman has sent a series of questions secured from material furnished by DHEW and NACUBO (National Association of College and University Business Officers) to various individuals on campus. The questions are part of the self-evaluation effort and have been sent to the following: Mr. Neuberger(Admissions), Mr. Lawson (Athletics), Dean Lindholm (Dean of Students), Mr. Eaton (for architectural compliance), Dr. Bruch (medical), Dean Moyer (Placement), Mr. Margolis (Counseling), Chief Spencer (Campus Security). I have asked for responses from some by April 21 and from others by April 28. It is my hope that the Committee will be able to discuss these responses for inclusion into our report to the President.

The next meeting of the Committee will be on Wednesday, April 19 at 1:30 p.m. in the Old Chapel Room.

T. Richardson Miner, Jr.
Secretary of the College

Minutes of the Section 504 Committee — April 24, 1978
1:30 p.m.

The Section 504 Committee met in the fourth floor seminar room in Old Chapel at 1:30 p.m. on Monday, April 24, 1978. In attendance were: Mr. Miner, Chairman; Professor Lamberti; Messrs. Max Eaton and Nief.

The Committee briefly reviewed the survey of facilities which was conducted by Messrs. Miner, Lindholm and Eaton. At the next meeting, the Committee will make a final determination about the priorities of work to be done. The scheduling is determined by the extent of the handicap experienced by the incoming French School student this summer, the likelihood of a handicapped person at the Bread Loaf Writers' Conference and a freshman who has been admitted for fall matriculation. It is hoped that the Committee will have more information about each of these circumstances for the next meeting.

Tentative Priority IA items include: Battell Center (Room 118 and bathroom facilities), Sunderland, Proctor, Chateau and the Infirmary. It was felt that wooden ramps would be installed in view of the fact that time is short and more permanent ramps can be installed in the future.

Professor Lamberti asked if the College would go out on bid for various items of construction, i.e., elevators, etc. In all likelihood, this will be the case.

Mr. Miner reported that a conversation with the Chairman of the Geography Department, Professor Illick, revealed that the Department could be relocated for a period of time if a handicapped student were to enroll in the departmental offerings. Beginning courses in Geography are normally held in Dana or Science Center 117. Thus it is the feeling of the Committee that all floors of Warner do not have to be accessible.

Mr. Eaton reviewed some preliminary costs for the reconstruction of various facilities. These figures will be refined and additional ones circulated to the Committee by Mr. Eaton. The Chairman reminded the Committee that all figures should be treated confidentially at this point until a final determination is made on the priority and the Committee is prepared to make its report to the President in early May.

Mr. Miner read a statement (enclosed) which he drafted of "Working Guidelines" for the Transition Plan. Members of the Committee are asked to review the guidelines and be prepared to discuss them at the next meeting of the Committee.

Mr. Miner related that the work to date had concerned the transition plan which was to be completed by last December. It is hoped that this plan will be incorporated into the report to be submitted to the President. In addition, the Committee will submit a Self-Evaluation to the President. This portion of the report deals more with program accessibility. Mr. Miner stated that he had circulated a series of questions to appropriate individuals on campus and has asked for the answers to be returned to his office no later than Friday, April 28. These will be incorporated and ciruclated to the members of the Committee for discussion at the next meeting.

THE NEXT MEETING OF THE COMMITTEE WILL BE ON MONDAY, MAY 1, 1978 AT 1:30 P.M. IN THE OLD CHAPEL FOURTH FLOOR SEMINAR ROOM.

T. Richardson Miner, Jr.
Secretary of the College

enclosures:
"Transition Plan" Working Guidelines
responses from Moyer, Margolis, Lawson, Bruch

Minutes of the Section 504 Committee May 1, 1978
1:30 p.m.

The Section 504 Committee met in the fourth floor seminar room of Old Chapel at 1:30 p.m. on Monday, May 1, 1978. In attendance were: Mr. Miner, Chairman; Dean Lindholm, Lisa Hockmeyer '78, Messrs. Eaton and Nief.

The Committee was advised that the student in the French School for the 1978 session will not need any special arrangements with the possible exception of parking. This information was secured in a telephone conversation which Mr. Miner had with the student. Dean Lindholm advised the Committee that the freshman admitted for the fall 1978 has decided not to matriculate at Middlebury.

The Committee reviewed the work necessary for compliance and decided that the work will be completed in two steps, with a portion to be completed by June 1979 and the remainder to be finished by June 1980. The guidelines for work to be accomplished prior to June 1979 centered around those facilities that would most likely be in need first, i.e., those where townspeople might be in attendance (Chapel, Dana, Wright, Field House, Johnson) and those which would be necessary were the College to have a handicapped student enter in the fall of 1979 (Center Battell, Sunderland, Proctor). The Committee will recommend to the President that the following facilities be modified by June 1979: Center Battell, Brown Pool, Dana Auditorium, Johnson, Mead Chapel, Memorial Field House (also making Fletcher Field House accessible), Proctor, Sunderland, and Wright Theatre. A discussion was held concerning the recommendation of the Coffrin Committee dealing with the social life on campus. In view of the fact that one recommendation of that Committee will be the addition to Proctor Hall, the 504 Committee hopes to add the modifications necessary for the handicapped to the plans for an addition to Proctor. Curb cuts will be accomplished by June 1979. It will be recommended that negotiations with the Town of Middlebury be held concerning the Town's responsibilities for curb cuts and parking signs.

The Committee adopted the proposed working guidelines which were developed as part of the study of facilities and programs. A copy is attached to these minutes.

The Committee feels strongly that the College's efforts vis-à-vis compliance with Section 504 be well publicized to inform students, faculty, staff, alumni and parents of the College's commitment to the handicapped. A statement will be incorporated in the report to the President emphasizing the need for adequate coverage.

The report will also include a statement explaining why certain facilities were deemed unnecessary for accessibility. It was pointed out that the Committee reviewed the function of each building on campus and made a determination concerning the accessibility of some and the need for future accessibility.

The Committee feels that Forest Hall will be converted to a handicapped dormitory in the future should there be a need for an upperclass facility.

The rough copies of the Self-Evaluation will be mailed to the Committee for review, with comments to be returned to Mr. Miner by Monday, May 8, 1978.

Mr. Nief will draft a statement concerning the Committee's position regarding fraternities at Middlebury and the role of the College in reviewing policies of admission to fraternities. A discussion wad held concerning the forthcoming report of the Coffrin Committee and the possible implications for Section 504 and the College's commitment thereto.

T. Richardson Miner, Jr.
Secretary of the College

Minutes of the Section 504 Committee

May 8, 1978
1:30 p.m.

The Section 504 Committee met in the fourth floor seminar room in Old Chapel at 1:30 p.m. on Monday, May 8, 1978. In attendance were; Mr. Miner, Chairman; Dean Lindholm, Lisa Hockmeyer '78, Messrs. Eaton and Nief.

The Committee reviewed the final priorities which have been given to the alteration necessary for each building on campus.

A rough draft of the Self-Evaluation previously circulated was reviewed and minor changes made to the document.

The Chairman read a statement prepared by Mr. Nief concerning the College's relationship to the fraternities and the forthcoming report of the Coffrin Committee. It was felt that any alterations to Proctor recommended by the Section 504 Committee can be done at the same time that any changes are made to that facility as a result of the Coffrin Committee recommendations. A statement to that effect will be made in the Section 504 Committee report to the President.

Dean Lindholm briefed the Committee on his statement concerning learning disabilities. The statement will be included as an appendix to the Committee's report.

T. Richardson Miner, Jr.
Secretary of the College

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS - MIDDLEBURY COLLEGE

Schedule for September 7-19, 1977

Freshmen and New Students: Meet with department staff at the Field House on Wednesday, September 7, from 7:30-8:30 PM for program details and exemption test signups.

Registration for Fall Season Instructional Courses will be held in the Field House lobby during office hours (9:00-12:00 and 1:00-4:00) on September 12, 13 and 14. Additional registration information is posted in the Field House lobby. Registrations are on a first come-first served basis. Instructional classes begin on Monday, September 19.

Application Forms for Fall Season Approved Independent Programs are available at the office in the Field House and are returnable for consideration to Prof. Lawson's office in the Field House by 3:00 P.M. on September 14.

The Pool Test (or a course in beginning swimming) is required of all students prior to the completion of their Physical Education Program. It will be given in the same time period as the exemption test for swimming (see schedule on page 5). Beginners and those uncertain of their ability to pass the pool test should register for an instructional course in swimming at their earliest opportunity.

Appointments for the Exemption Program Tests to be given on September 12, 13, 14 and 15 (see schedule on page 5) may be made by signing for one or more of the various tests at today's (September 7) meeting for freshmen and new students. Other upperclass students may sign for the exemption program tests by 4:00 P.M. on Tuesday, September 13, at the Field House lobby.

1977-1978

The Physical Education Program concentrates on the so-called life-time sports so that all students leave Middlebury with exposure to sports or recreational activities in which they have developed a degree of skill and interest which will be an asset to them in later years. The program consists of a pool test (or a course in beginning swimming) and five seasons in essentially life-time sports. There is a credit maximum of three seasons for participation in intercollegiates, performing groups, or instruction team sports. The department schedules two seasons in each of the two college terms and one season in the college winter term.

Students may complete their Physical Education Program by utilizing any of the following options and opportunities:

a. Instructional course program
b. Approved Independent programs
c. Exemption program
d. Any combination of the above, including a credit maximum of three seasons for participation in intercollegiates, performing groups, or instructional team sports.

The pool test (or a course in beginning swimming) is required of all students. It consists of jumping into the deep end of the pool and staying afloat for five minutes without assistance of any kind. Any method (floating, treading, swimming, survival floating) may be used. Beginners and those uncertain of their ability to pass this test should register for an instruction course in swimming. Current American Red Cross Advanced Life Saving or Water Safety Instructor cards (show cards at the Field House office) are accepted in lieu of the pool test.

The Physical Education Program may be completed at any time or by any of the above options convenient to the student during his/her four years at Middlebury - except that three exemptions or three seasons credit should be attained by the end of the Junior year to ensure completion of the program. Exemption tests and pool tests will not be given to Seniors in their senior year. The entire program may be completed by demonstrating strong competency at or above the intermediate level in three life-time activities offered in the exemption program, provided the pool test has also been passed. The passing of one or two exemptions provides the student with one or two seasons credit toward completion of the entire program. Students may take no more than three instructional courses in the same activity nor receive more than three seasons credit for the same activity (one of which may be an exemption credit).

Program notes:

a. Instructional courses: Most of the courses offered will concentrate on the life-time sports (individual, dual, and swimming) to provide the Middlebury student with recreational interests, habits and skills for use in later years.

b. Approved independent programs: These programs reflect individual needs and interests not covered in the instructional program or in the exemption program as outlined. Satisfactory completion of an independent program will be evaluated by standards established when the program is approved.

c. Exemptions: This part of the program recognizes the individual achievements of the student in the life-time activities selected for the exemption program.

d. Intercollegiates and performing groups: These programs offer opportunities for advanced and concentrated competition and performance. A maximum of three seasons credit is available through completion of three or more intercollegiate or performing seasons as defined by the staff member in charge of the activity concerned.

1977-1978

INSTRUCTIONAL PROGRAM

***Course offerings, season dates and fees are subject to change.***

Registrations for Instructional Courses are on the first come-first served basis and are held in the Field House lobby during office hours (9:00-12:00 and 1:00-4:00) on the following dates:

Register on September 12, 13 or 14 for Fall Season courses
Register on October 24, 25 or 26 for Winter I Season courses
Register on November 29, 30 or December 1 for Winter Porgram Term courses
Register on February 13, 14 or 15 for Winter II Season courses
Register on March 21, 22 or 23 for Spring Season courses

| FALL SEASON<br>Sept. 19-Oct. 29 | WINTER I SEASON<br>Oct. 31-Dec. 10 | WINTER PROGRAM TERM<br>Jan. 4-Feb. 3 |
|---|---|---|
| Archery | Badminton | Badminton |
| Advanced Life Saving (continues | thru Winter I Season) | Beginning Ice Skating |
| Basic Exercise | Beginning Ice Skating | Bowling |
| Conditioning | Fencing | E.C.P.R. |
| First Aid (continues thru Winter | I Season) | Fencing |
| Golf | Gymnastics | Gymnastics |
| Karate Lessons * | Ice Figure Skating | Ice Figure Skating |
| Riding Lessons * | Karate Lessons * | Karate Lessons * |
| Sailing | Riding Lessons * | Riding Lessons * |
| Swimming | Ski Conditioning | Ski Lessons * |
| Tennis | Squash | Ski Touring Lessons * |
| Volleyball | Swimming | Squash |
| | Tennis | Swimming |
| | Volleyball | Tennis |
| | | Volleyball |
| | | Winter Orienteering |

Dance - Note: Please consult Ms. Holby in the Music Department for information on Dance and see information available during registration periods.

| WINTER II SEASON<br>Feb. 20-April 1,<br>unless otherwise indicated. | SPRING SEASON<br>Apr. 10-May 13 |
|---|---|
| Advanced Life Saving (Feb. 13-Apr. 21) | Archery |
| Badminton | Basic Exercise |
| Conditioning | Conditioning |
| Fencing | Cycling |
| Gymnastics | |
| Indoor Golf | Golf |
| Karate Lessons * | Karate Lessons * |
| Riding Lessons * | Riding Lessons * |
| Ski Lessons * (Feb. 13-Mar. 17) | Swimming |
| Ski Touring Lessons * (Feb. 13-Mar. 17) | Tennis |
| Squash | |
| Swimming | |
| Volleyball | |
| Water Safety Instructor Course (continues thru Spring Season) | |

* Course Fees - See information available at the appropriate registration period.

1977-1978

## INDEPENDENT PROGRAMS

Independent programs reflect individual needs and interests not available in the instructional course program or in the exemption program as outlined. The option of independent programs is intended to insure maximum flexibility in the total program, to meet as many as possible of the varying interests and abilities of students, and to take advantage of the many assets Middlebury possesses for the development of life-time sports and recreational interests.

Application forms for independent programs are available at the office in the Field House and are returnable, for consideration, to Prof. Lawson's office in the Field House one week prior to the start of each registration period for instructional courses in Physical Education. Fall Season applications should be submitted by 3:00 P.M. on September 14.

## INTERCOLLEGIATE PROGRAMS

Students should consult the coaches for further information about the sports (specific starting dates, tryouts, practices, schedules, etc.)

| | Fall | Winter | Spring |
|---|---|---|---|
| Women: | Competitive Swimming-Lessels<br>Cross Country-Aldrich<br>Field Hockey Varsity-Lick<br>"B" - Taylor<br>Tennis - Greiner<br>"B" - T.B.A. | Skiing-Aldrich, Brush, Fulton, Ord<br>Synchronized Swimming- Lessels<br>Squash - McEachen | Lacrosse - Lessels<br>Track - Aldrich |
| Men: | Cross Country-Aldrich<br>Football Varsity-Heinecken, Daly, Sundheim, Brush<br>Freshmen-Martin, Miran<br>Golf - Forbes<br>Soccer Varsity - McEachen<br>"B" - Reilly | Basketball-Lawson, Reilly<br>Hockey Varsity-Forbes<br>Freshmen-Daly<br>Skiing-Aldrich, Brush Fulton, Ord | Baseball - Forbes<br>Golf - Reilly<br>Lacrosse Varsity-Daly<br>"B" - Brush<br>Tennis Varsity-Heinecken<br>"B" - McEachen<br>Track - Sundheim |

## EXEMPTION PROGRAMS

The exemption tests are based on the intermediate level which is defined as a strong competency in the activity. The student is expected to demonstrate ability in the various skills basic to the activity and to indicate a basic knowledge and understanding of the activity either while performing or in answer to questions from the instructor.

For example, in skiing, the student will show intermediate skill level by demonstrating ability to ski a trail with an intermediate or expert rating, under control and with good rhythmical short and long parallel turns, and the student will indicate knowledge of such basics as safety rules, trail etiquette, and equipment adjustments for varying snow conditions. Swimming tests the student's ability to swim eight lengths of the pool correctly using each of the four basic strokes (front crawl, breast stroke, side stroke, back stroke); to swim lengths consecutively without resting, and using a different stroke for each two lengths; to perform a standing front dive or surface dive in good form; and to show knowledge of principles of propulsion and bouyancy. Additional information on the exemption test standards is available at the Physical Education office in the Field House.

## EXEMPTION PERIODS AND TESTS

Advance sign-ups are recommended and requested. Please sign up at the Field House office from 9:00-12:00 or 1:00-4:00 unless otherwise stated.

### Fall Tests (September 12, 13, 14, 15)

Sign-up dates are September 7, 9, 12 and 13: Archery, Badminton, Bowling (Test Fee $.90), Canoeing, Dance, Golf, Sailing, Squash, Swimming, Tennis, and the Pool Test.

### Winter Tests (February 13, 14, 15, 16)

Sign-up dates are January 24, 25, 26 and February 13: Badminton, Bowling (Test Fee $.90), Dance, Figure Skating, Ice Skating, Skiing, Swimming, Squash, Tennis, Touring, and the Pool Test.

1977-1978

SCHEDULE FOR EXEMPTION TESTS FOR FALL 1977

Those who sign for exemption tests should come to one of the periods indicated below. Please come early in the week to help the staff avoid a last minute rush. The tests will take approximately 20 minutes (canoeing and sailing will take longer). Consult the staff member * in charge of an exemption if you are unable to appear during any of the periods listed OR arrange to take the test during a later exemption period. The exemption test requirements are posted in the Field House lobby. Please bring your own swim cap for all tests in Brown Pool.

| TEST | MEETING PLACE | Monday Sept. 12 | Tuesday Sept. 13 | Wednesday Sept. 14 | Thursday Sept. 15 | STAFF |
|---|---|---|---|---|---|---|
| ARCHERY | Meet in Field House-South (Basketball area) | | 10:30-11:30 | | 10:30-11:30 | Mrs. Greiner* |
| BADMINTON | Meet in Field House-South (Basketball area). | | 10:00 | 10:00 | 10:00 | Miss Lick* |
| BOWLING | Meet at the Middlebury Bowling Lanes, Rt. 7 South; Fee $.90 | 1:30 | 1:30 | 1:30 | | Miss Lick* |
| CANOEING: | Tip Tests | 1:00 | | 1:00 | | Mrs. Greiner* |
| | Lake Tests | 1:45 | | 1:45 | | Ms. Lessels |
| | Meet in Brown Pool for Tip Tests (bring swim cap); after tip tests meet in Pool lobby for Lake Test trip. | | | | | |
| DANCE | | By appointment - contact Ms. Holby* at McCullough or Johnson Building | | | | |
| GOLF | Meet at the Middlebury College Golf Course: clubs furnished; if raining, come the next scheduled day. | 11:15-12:30 | 11:15-12:30 | 11:15-12:30 | 11:15-12:30 | Mr. Forbes*<br>Mr. Lawson<br>Mr. Reilly |
| SAILING: | Swim ability check | | 12:45 | | 12:45 | Ms. Lessels* |
| | Lake Test | | 1:15 | | 1:15 | Mr. Brush |
| | Meet in Brown Pool for Swim Ability Check (bring swim caps); after this check, meet in Pool lobby for Lake Test trip. | | | | | Mr. Forbes |
| SQUASH | Meet in Fletcher near Court No. 7 | 1:00-2:00 | 1:00-2:00 | 1:00-2:00 | 1:00-2:00 | Mr. Daly*<br>Mr. Heinecken<br>Mr. McEachen<br>Mr. Reilly |
| SWIMMING and/or POOL TESTS | Sign in at the Pool Issue Counter where suits and towels will be issued (bring your own cap) and meet on the Pool Deck. | 9:30-11:30 | 9:30-11:30 | 9:30-11:30 | 9:30-11:30 | Mrs. Greiner*<br>Mr. Daly<br>Mr. McEachen<br>Mr. Sundheim<br>Ms. Lessels |
| TENNIS | | 10:00-12:00 | 10:00-12:00 | 10:00-12:00 | 10:00-12:00 | Mr. McEachen*<br>Mr. Aldrich<br>Mr. Brush |

NOTE: Exemption Tests and Pool Tests will not be given to seniors in the senior year.

# MIDDLEBURY COLLEGE ATHLETIC AND RECREATIONAL OPPORTUNITIES FOR MEN 1977-78

Appendix H

| | Intercollegiates | | Intramurals | Club Sports | Physical Education (all co-ed) | Other |
|---|---|---|---|---|---|---|
| | Varsity | "B" Squad | | | | |
| FALL | Football | Freshman Football | Touch Football<br>College Tennis Tournament (men and women) | Rugby | Same activities as listed for women. All P.E. sports are taught on a co-ed basis. | Dance (co-ed) |
| | Soccer | Soccer | Soccer (co-ed) | | | |
| | Cross Country | | | | | |
| | Golf | | | | | |
| WINTER | Basketball | | Swimming<br>6 Person Soccer (co-ed)<br>6 man Lacrosse<br>Basketball<br>Ice Hockey<br>Skiing<br>Squash<br>Volleyball | Swimming<br>Squash<br>Volleyball | Same activities as listed for women. All P.E. sports are taught on a co-ed basis. | Ice Hockey (co-ed) two days a week.<br>Ice Hockey (Informal) three days a week.<br>Dance (co-ed) |
| | Hockey | Hockey | | | | |
| | Skiing Alpine | | | | | |
| | Skiing Nordic | | | | | |
| SPRING | Baseball | | Softball<br>Team Tennis<br>Golf<br>Bowling | Rugby | Same activities as listed for women. All P.E. sports are taught on a co-ed basis. | Dance (co-ed) |
| | Tennis | Tennis | | | | |
| | Lacrosse | Lacrosse | | | | |
| | Golf | | | | | |
| | Track | | | | | |

# MIDDLEBURY COLLEGE ATHLETIC AND RECREATIONAL OPPORTUNITIES FOR WOMEN 1977-78

Appendix H

| | Intercollegiate Varsity | Intercollegiate "B" Squad | Intramurals | Club Sports | Physical Education (all coed) | Other |
|---|---|---|---|---|---|---|
| FALL | Field Hockey<br>Tennis<br>Cross Country<br>Swimming | Field Hockey<br>Tennis | Soccer (Co-ed)<br>College Tennis Tournament (Men and Women)<br>Field Hockey<br>Platform Tennis | Soccer | Sailing<br>Tennis<br>Golf<br>Basic Dance<br>Basic Exercise<br>Conditioning<br>Advanced Life Saving*<br>First Aid*<br>Riding<br>Karate<br>Scuba<br>Swimming<br>Archery<br>Volleyball | Dance (Co-ed) |
| WINTER | Swimming<br>Skiing Alpine<br>Squash<br>Basketball<br>Skiing Nordic | | 6 Person Soccer<br>6 Person Lacrosse<br>Basketball<br>Ice Hockey<br>Squash<br>Skiing<br>Volleyball | Synchronized Swim<br>Ice Hockey | Badminton<br>Fencing<br>Squash<br>Indoor Golf<br>Tennis<br>Beginning Skating<br>Figure Skating<br>Life Saving*<br>WSI*<br>Scuba*<br>Platform Tennis<br>Skiing<br>E.C.P.R.<br>Karate<br>Conditioning<br>Ski Touring<br>Riding<br>Orienteering<br>Swimming<br>Volleyball<br>Bowling<br>Gymnastics | Co-ed Hockey (two days a week)<br>Dance (co-ed) |
| SPRING | Lacrosse<br>Track* | Lacrosse | Softball<br>Team Tennis | | Tennis<br>Cycling<br>Golf<br>Fly Casting<br>WSI<br>Archery<br>Platform Tennis<br>Basic Exercise<br>Basic Dance<br>Conditioning<br>Karate<br>Orienteering<br>Riding<br>Swimming | Dance (co-ed) |

* Informal

*Continutes through next season and must be taken on that understanding.

# APPENDIX I

## Summary of Expenditures

| FACILITY | Priority I B | Priority I C | Priority II |
|---|---|---|---|
| Adirondack House | | $5,400 | |
| Alumni House/Conference Center | | | Note 1 |
| Battell Center | $9,500 | | |
| Bread Loaf - Barn | | 5,515 | |
| Bread Loaf - Firehouse | | 500 | |
| Bread Loaf - Inn | | 4,715 | |
| Bread Loaf - Larch | | 5,000 | |
| Bread Loaf - Library | | 1,000 | |
| Bread Loaf - Fritz | | | Note 2 |
| Brown Pool | 15,900 | | |
| Carr Hall - Parton Infirmary | | 7,500 | |
| Carr Hall - Campus Security | | 100 | |
| Chateau | | 1,000 | $5,500 |
| Dana | -0- | | |
| Fletcher Field House | -0- | | |
| Forest Hall - offices | | | 7,300 |
| Forest Hall - dormitory (east) | | | 8,000 |
| Forest Hall - lower | | 1,500 | |
| Johnson | 19,000 | | |
| McCullough | | 8,000 | |
| Mead Memorial Chapel | 2,200 | | |
| Memorial Field House | 6,650 | | |
| Proctor - upper two floors | 55,000 | | Note 3 |
| Proctor - lower - Bookstore | 300 | | |
| Science Center | | 4,550 | |
| Service Building | | 200 | |
| Starr Library | | | Note 1 |
| Sunderland | 12,000 | | |
| Voter - lower - data processing | | 12,015 | |
| Warner - classrooms main floor | | 12,050 | |
| Warner - lower | | -0- | |
| Wright Theatre | 6,550 | | |
| SUBTOTAL | $127,100 | $69,045 | $20,800 |
| Curb cuts- 9 @$100= | 900 | | |
| Parking signs installed 5 @ $50 | 250 | | Note 4 |
| TOTAL | $128,250 | | |

Note 1: Alumni House/Conference Center and addition to Starr Library are under construction.

Note 2: Fritz received a Priority II since the Committee recommends that it be converted only if a handicapped faculty member is on the Bread Loaf/Writers' Conference faculty.

Note 3: The Committee recommends that these changes be incorporated into any changes brought about as a result of the Coffrin Committee Report. If done at the time of major renovation/ expansion of Proctor, the total Priority I B expenditure would be reduced by $55,000 for a new total of $73,250.

Note 4: See Appendix D.